

The time is surely overdue when we should look at the problem of boys. This is unfashionable and may be interpreted as provocative. It is not intended to be. I have no intention of detracting from the importance of the work being done for girls under the title of "Equal Opportunities" - though I have sometimes thought that much of that work is too diffuse: a simple concentration on a limited number of specific goals might achieve more.

But a visitor from another planet, looking at our society and its difficulties, would say after only a cursory glance: "But it's obvious where your main problem is! Who are the main perpetrators of crime, violence, drug abuse, terrorism, racist attacks, road accidents, hi-jacking, and most other forms of deviant behaviour? The young male of your species. The way you bring him up is obviously going wrong somewhere."

It is a reality that is so large and obvious that we fail to notice it. The statistics come before school governing bodies and local authority education committees with remorseless regularity. Boys truant more than girls; boys get suspended more than girls; boys fail to take examinations as conscientiously as girls, and even when they take them they are more likely to fail. They behave worse in class, and demand more of teachers' attention. They are more likely to be referred to special schools - and markedly more likely in the case of schools for those with emotional and behavioural difficulties.

It was when this last set of figures came up in my own authority's Equal Opportunities Committee that I suddenly had that sensation of a mental thunderclap. Let me explain. At that particular meeting, figures on placement in special schools broken down by ethnic background were being submitted for the first time, and scrutinized rigorously in order to assess whether or not black children were disproportionately being sent to what used to be called "maladjusted" schools could thus be tested. The charge seemed, on the figures, to be to some degree sustained. Afro-Caribbean children, constituting 16 per cent of the population of ordinary schools, make up 30 per cent of the numbers in schools for pupils with emotional and behavioural difficulties (or EBD), as the



ANNE SOFER

Macho monsters

'Everybody knows that boys are more difficult'

latest euphemism has it).

But looking at these figures and listening to the argument, my eye for a moment fell on an even more glaring disproportion. The figures told me that a group which was roughly 50 per cent of the population as a whole constituted 87 per cent of the population of EBD schools. Monstrous discrimination! What vile stereotyping and self-fulfilling prophecy was at work here? With rising excitement I checked back to the heading at the top of the line of figures, only to be disappointed: it was only the predictable imbalance of sex. Everybody knew boys were more difficult, just as everybody knew that girls were more docile and well-behaved. Slugs and snails and puppy-dogs tails - and all that.

Yet here we were, in an Equal Opportunities Committee, of all places, looking these sexist assumptions full in the face and not seeing them. As far as the racial figures were concerned, it was being argued that they were proof of racist attitudes, of a failure to understand and provide properly for a particular group in society. By the same token, are they not proof of our failure to understand and provide properly for adolescent boys?

I think that a strict feminist answer to this question would go something like this: "Boys behave this way because they are

conditioned to be aggressive and macho. They are the conscripted foot-soldiers of the gender war, brutalized by being forced into the role of oppressors. Only the liberation of women can fully release them from this bondage." Or there might be another, more flippant but nonetheless deeply meant reaction: "It just goes to show that women are the stronger, stabler sex".

The two reactions are mutually contradictory, even though they may sometimes come from the same mouth. Either the gender differences are inborn or they are the result of conditioning. But either way they lead to the same conclusion: no action directed particularly at boys needs to be taken. And it is not. I do not know of a single study of the contemporary experience of the adolescent male - sexual, emotional or intellectual. That despite the fact that you only have to look at the faces of them to know how profoundly lost, frightened and frustrated they are.

For the first time in history young people (of both sexes) are being expected to live through their adolescence exactly as if they were children - the same daily routine, the same degree of dependence, the same role in relation to the rest of society. In earlier societies something different happened at puberty. A stage of development was formally recognized - either by an abrupt

extrusion into the adult working world or some distinct initiation period.

For some reason, boys seemed to need this more than girls - the separate living quarters for the young men of the tribe, the sending away of young squires and apprentices. Patriarchal conditioning, say the feminists, and I am no anthropologist to be able to dispute the point. But I nonetheless feel in my bones that the way of life we are providing for male adolescents is quite wrong and unsuitable.

I certainly have no solutions, because I am not sure what the problem is. My chief concern is that, in the current climate, the very notion of looking at the issue will be met with hostility. "Equal Opportunities" after all (some would claim) means justice and better opportunities for girls and women. But just a women's movement continually having their problems defined in terms of their relationship with men, so might men legitimately resent having their changing role being discussed only in terms of the agenda set by the feminist movement. Life's changing, at breakneck speed, for everybody; while, at the same time the age-old physical changes of puberty happen as they always did and affect the lives of the individuals undergoing them far more than anything else that is happening around them.

Despite our modern approach to sex education, we seem in danger of forgetting the facts of life.

NEXT WEEK

Dear teachers... your action is helping the Government, and hurting only those you seek to serve: an open letter from Catherine Itzin, parent.

Speaking in tongues... Mixed race juniors in riot torn Tottenham learn each other's language.

Naming of parts... John Weightman on the beauty, subtlety and strength of English grammar.

The customer knows best... Giving a voice to the parents of the handicapped.

More closures likely as unions fight lunchtime pay

by Richard Garner

The three largest teachers' unions are set to scotch plans by local education authorities to offer payments to teachers for midday supervision while the pay dispute continues.

More schools are likely to shut at lunchtime after next week's half-term break as a result.

Leaders of both the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers have agreed it would be "sanctions busting" to allow lunchtime payment schemes - such as those suggested by the Inner London Education Authority and Richmond-upon-Thames - to go ahead.

The Assistant Masters and Mistresses Association put off a final decision on whether to accept the payments at its executive meeting last weekend.

However, Mr Peter Smith, its deputy general secretary, described schemes already announced as "jumping the gun". The union will now await a report from a special working party which it has set up to investigate the question of new teachers' contracts.

The move came as Sir Keith Joseph, the Education Secretary, announced his willingness to set aside £40m of the Government's £1.25 billion four-year package on offer in exchange for an agreement on restructuring. At the Conservative Party conference in Blackpool last week Sir Keith acknowledged that lunchtime supervision was different from other duties being required of teachers and said he was prepared to set aside this money.

Sir Keith also acknowledged that the £1.25 billion would not be irrevocably withdrawn after the October 11 deadline had passed. Although, "the longer the lapse of time after the RSG timetable, the greater the difficulty of injecting extra money for the year

itself", he said (see page 10).

It now looks inevitable that a fresh ballot of headteachers in inner London belonging to the National Association of Head Teachers will bring about a new majority for the introduction of the Continental-style day in schools during the second half of the autumn term.

Mr David Hart, general secretary of the NAHT, warned that the number of schools facing closure after the half-term break at lunchtime would increase. Already several NAHT branches including those at Doncaster and Clwyd - had held ballots which backed either reducing the number of pupils allowed to remain on the premises at lunchtime or shutting schools.

The teachers' unions argue that if Sir Keith can find £40 million from his £1.25 billion package to overcome lunchtime supervision problems this year then he can put forward extra finance to boost their salaries.

However, the long-term prospects for a deal involving lunchtime payments for teachers looked brighter after Mr Fred Smith's general secretary of the NAS/UTW, denied a NUT claim that his union had changed its policy on negotiating extra payments once the current dispute was over. The secondary membership of the Educational Institute of Scotland this week voted overwhelmingly for a total boycott of examination procedures, placing national examinations in serious doubt for the first time in its century-long history.

The 20,022 secondary members were balloted on detailed proposals for a complete boycott of examination procedure. There was a 76.5 per cent return in which 87 per cent were in favour of the boycott.

Talks deadlock page 5.



This is a picture from a wallchart accompanying the GLC video "Polling London". The video, condemned by the Government and the Police Federation as crude and one-sided propaganda, has so far been ordered by only three schools within the Inner London Education Authority. ILEA schools are advised to give pupils access to "a full range and balance of views" when handling controversial issues such as the police. "Police ban" move, page 5

Graffiti row shutdown

Secondary heads have pledged overwhelming support for a motion of "no confidence" in Mr Gordon Hainsworth, Manchester's chief education officer, in the wake of the "obscene graffiti" row which looks set to close all the city's schools on Monday.

Mr Peter Snape, SHA general secretary, said heads were concerned at Mr Hainsworth's failure to put forward the profession's view and "to give a balanced view of the problem to the authority".

If the half-day strikes goes ahead it will be the first time all five teaching unions have stopped work together and the first time in 120 years that the SHA has called members out on strike anywhere. The strike is expected to close 350 schools affecting more than 75,000 pupils.

Poundwick High School, at the centre of the row, remained virtually closed this week, with all but six teachers sent home or on strike.

Staff dig in page 6

Tory teacher quits over salary

A prominent Conservative trade unionist will walk out of his classroom for the last time today having left his job after protesting to Sir Keith Joseph, the Education Secretary, over the poor pay and promotion prospects for the teaching profession. Richard Garner writes.

Mr Keith Brown, a 27-year-old maths teacher at an Essex comprehensive and national spokesman for the Conservative Teachers' Union, said the final straw which made him look for another job was being refused a mortgage to buy a new home for himself and his wife-to-be.

Mr Brown teaches at Hedley Walter school in Brentwood - where three teachers are to leave because of poor pay. Mr Brown is a Tory councillor and has been an active branch official of the National Association of Schoolmasters/Union of Women Teachers.

His new job will be communications officer with the Federated Union of Managerial and Professional Officers - a rival union to the town hall white collar workers' union, NALGO. He will earn just over £2,000 a year more than his present salary as a scale two teacher (£9,150 a year), plus expenses and luncheon vouchers.

He has written a three-page letter to Sir Keith - which the Education Secretary has acknowledged but not



Mortgage refused: Keith Brown yet replied to - explaining his decision to quit the profession after six years. "I'm in maths teaching - which is a shortage subject - and I'm in a school with good discipline where I enjoy teaching," he said, "but I was looking round for a house in Brentwood and building societies simply laughed at me when they heard my salary and I couldn't get a mortgage." He is to be married next May.

Mr Brown's letter to Sir Keith comes at the same time as the Education Secretary has received another letter from a shortage subject teacher quitting his job because of poor pay and conditions.

Mr Bryan Edwards, a physics master at Howard of Effingham School, in Surrey, told Sir Keith: "Professionalism takes on a ridiculous meaning when, after a day's teaching with marking to be done, I am asked to muck in and paint a classroom."

NOTICEBOARD

PEOPLE...

Mrs Pat Twyman to be principal of Birmingham College of FE, Birmingham, from January. She is currently one of four assistant principals and head of the community studies department. Mr John Cresser, vice-principal of Mansfield College, Oxford, to be Hired Carle professor of English at the Royal Holloway and Bedford New College, London University. Mr Dennis Hatfield, chief education officer of Trafford, to be chairman of the Joint Council for the GCSE. Mr Donald Gratton, chairman of the Adult Continuing Education Development Unit, to be chairman of the Council for Educational Technology. Mr David Peterson, formerly chief education officer to the RSPCA, to be administrator of the British Veterinary Association Animal Welfare Foundation.

CONFERENCES...

October 18 Details of the Association of Professional Tutors' conference at The Hill College, Coventry on "Staff Appraisal and Review" are available from Paula Dawson, 01-461-3411 ext 4. November 1 BEMAS Education Management Teachers' Committee conference on "Appraisal in non-educational organizations - what can be learned?" at Birmingham College of Higher Education, Reading. Speakers from C. Carlsberg Bank and the Civil Service will discuss appraisal systems. Fee £12.50 (£10 members). Details from 01-461-3411.

from Dr Brian Fidler, Bulmershe College, Early, Reading RG6 1HY.

November 2 "Improving primary schools": National Association for Primary Education North of England education conference at Edge Hill College, Ormskirk, Lancashire. The speakers are Professor Ted Wragg, Ron W. Hill, Tina Thornton, Dr Murray Saunders, Wyn Brooks, Dr Colin Baker, Gerry Bailey and Sue Humphries. Fee £7.50 or £10. Details from Paul West, 233 Prescott Road, Aughton, Lancashire L39 5AE. Please enclose a stamped, addressed envelope.

November 9 "Skills and strategies for life": a conference to be held in the London borough of Richmond, designed to introduce teachers to the Bulmershe-Comitro problem-solving project and to demonstrate how it can work in primary schools. The tutors are Mrs J. Dawson and Miss B. Padley. Details from Mr Robert Fisher, Archdeacon Cambridge School, The Green, Twickenham, Middlesex TW2 6TU.

November 9 Women in Education National Association conference at Brauchamp College, Cheadle, Leicestershire. The theme is "Ten Years On" and the speakers include Teresa Blackstone, Eric Bolton, Jean Farrell, Josie Farrington and Eric Robinson. Details from Penny Pennington, 157a St Annes Road, East, St Annes, Lancashire FY8 3HW.

EVENTS...

October 15 "The Swann Report: National and

Religious Education," an evening lecture by Robin Richardson, multicultural education adviser, Berkshire education authority at the RE Centre, West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU. Tickets £1 from the secretary at the centre.

October 16-17 The Publishers Association maths and science educational book exhibition at Camden Centre, Blidborough Street, London WC1.

October 17-19 "Bookweek Africa" a fair promoting books and journals from end about 24 African countries at the Africa Centre, 38 King Street, London EC2E 8JT.

October 22-26 Half-term activities at the Gaffry Museum, East London, centre on the origin and customs of Halloween and include making decorations, costumes and masks for a Halloween party, to be held at the end of the week, and gallery talks on witches and superstitions. Details from Lesley Rhee, Gaffry Museum, Kingsland Road, London E2 8EA.

October 31 The Joseph Payne memorial lecture on "Competence and competition - what sort of response?" will be given by Mr John Mann, director of education for Harrow at Harrow College of Higher Education, at 7.20 pm. Admission is free by ticket from Dr R. Ward, Centre for Educational Services, Harrow College of HE, Northwick Park, Harrow, Middlesex HA1 3TP.

November 2-9 The Northern Children's Book Festival offers a jumble of books and book-related activities including Meet the Author sessions, an art exhibition and discussions on the current state of children's literature. It is a joint educational, commercial and voluntary enterprise involving six local authorities: Newcastle, Gateshead, North Tyneside, South Tyneside, Northumberland and Durham. Details from The Bookhouse, 13 Ridley Place, Newcastle upon Tyne.

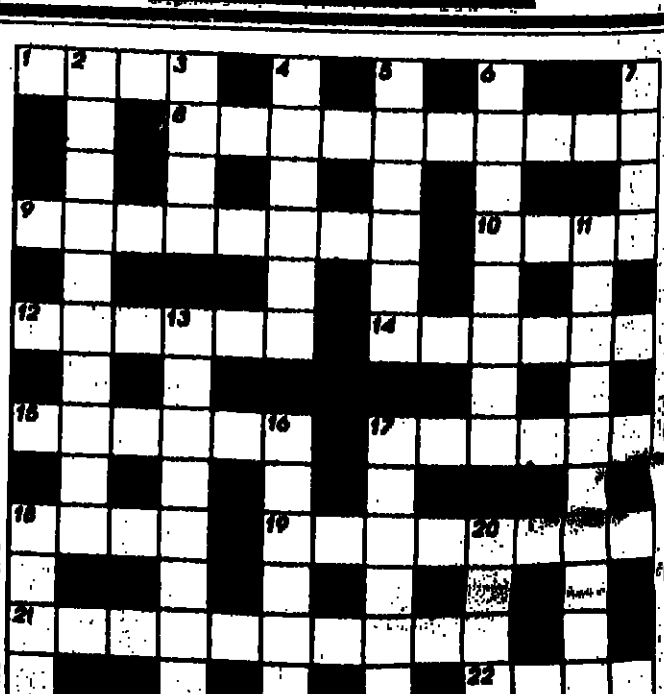
PUBLICATIONS...

Small Schools - Let's Be Positive is a collection of practical papers about how to make the most of small primary schools. It includes a case-study of the successes and problems of co-operation between three village schools. Copies are available from David Keast, University of Exeter, School of Education, St Luke's, Exeter, price £1.

INFORMATION

IT-INSET Arthur Poulton is writing a handbook on IT-INSET to introduce the project to schools and training institutions unfamiliar with the experimental form of teamwork in classroom development. Teachers, tutors or students who have been members of IT-INSET teams are invited to write to him at Lane End, Great Malvern, Greater Ch 11. G.L. Metcalfe provided will only be used after consultation with correspondents.

No 224 CROSSWORD by Rufus



Across
1 Speed of light (4)
6 Creatures that run the marrows (10)
9 Discovers it's him to do wrong (5, 3)
10 Runs out - of water (4)
12 Point has a need to be put differently (6)
14 Shade of a him seen round a religious establishment (6)
16 Possibly score hundred in football (6)
17 Letters ordered off (6)
18 Swing camera back for a quick photo (6)
19 A person in a hat (4, 4)
21 He has to pay the price of publicity (10)
22 Heat too much water? (4)
Down
2 Topsy-turvy promotion team relegated (6, 4)
3 He gets little publicity at the school principal (4)
4 Go over-stimulating task (6)
5 What slash will do when it is brought in (6)
6 Old way to rebuke (6)
7 Dark blue flower (4)
11 It's not the current word that identifies a footballer (4, 5)

English soccer boys beat European ban

by Bert Lodge

England's schoolboy footballers will play both Belgium and Italy this season - for the first time ever.

Four months ago such matches seemed impossible. Following the deaths of spectators at the Liverpool-Juventus European Cup Final at the Heysel Stadium in Brussels, the Belgian Government banned all visiting

English teams, even schoolboy representative sides. At the same time the European governing body, UEFA, banned English clubs.

The match with Italy was already arranged before the tragedy and an invitation to Belgium to bring a team was already on the table. They accepted the invitation and they also

must know when we are going over there," said Mr Steve Allatt, newly-appointed secretary of the English Schools' Football Association.

Both fixtures are at under-15 level. The match against Belgium will be played on the Ipswich Town ground on February 26 at 7.30pm. The Italian fixture is at Wembley on May 31.

THIS WEEK

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Special Education



Integration and parents pages 12 & 21



German Art at the Royal Academy



School visits



EXTRA: CDT pages 37-44



Turned down flat

The employers' latest offer was turned down flat by the leader of the teachers' panel within hours of being announced. Mr Fred Jarvis did not need to consult the other members of the panel because, as general secretary of the National Union of Teachers, he had a majority of the votes in his pocket. The offer - 6.9 per cent for 1985, end-loaded to 7.5 per cent by the end of the financial year - met a part of the teachers' modified demand put forward in July. What if failed to do was include any promises of a time-table for restoring teachers' pay to Houghton levels. All attempts to hitch the 1985 offer to progress towards a new contract and salary structure have been abandoned for this time round.

The authorities tacked on a new proposal that a Royal Commission should be set up to examine teachers' conditions of service, salary structure and pay negotiating machinery. This, too, got short shrift from Mr Jarvis, and in this he probably spoke for most of the other members of the panel. Why the Labour and Alliance members of the management panel thought they could usefully throw this in as a bargaining counter - they can't, after all, act on it - without any indication that the Government would back the idea, is beyond comprehension.

On the authorities' side the political divide remains deep. Voting for the offer was by 16 votes to 10, the two Alliance members voting with the Labour group and the Conservatives voting solidly against. There is at the moment much cynicism in the air

which makes it unwise to take things at their face value. A 6.9 per cent pay offer would put £297 million into the pockets of the teachers. But the cost to the local authorities - because of penalties for "overspending" - would be of the order of £460 million. There is no doubt that a lot of authorities would glib at this and the savings elsewhere it would enforce.

Labour is gambling on one or other of two escape routes: it relies on the teachers rejecting it in their present state of mind; and it knows that even if the teachers were to accept, Sir Keith Joseph would be under severe pressure from the Tories in local government, and from his colleagues to use his reserve powers and ask Parliament to set it aside. The NUT leaders see this quite clearly, too, but they have roused emotions which they cannot afford to disappoint. They would probably settle for a Houghton commitment in the form of an additional 2½ per cent on the 1985 pay offer, made contingent on the Government paying up its share. Of course, the Government won't pay, but the commitment by the local authorities would stand for future reference.

No such offer having materialized, it looks as if things are back at square one. Instead of taking the 1985 money, as it were, on account, the NUT - backed up by overwhelming evidence of support from union members - holds out for a Big Bang. Its only strategy now is to force the Government to back down. It recognizes that the NUT is not the NUM (and look what happened to the NUM) but believes

that even though it lacks industrial muscle, it can win the political fight.

It is a romantic idea. Catherine Itzin's article on page 4 shows the adverse reaction of one well-wishing parent. Her own recipe, however, is no less politically innocent. To urge teachers to line up behind Labour because the Conservatives will not give them a big enough pay rise is an insult to their intelligence. Teachers' pay cannot be made the single issue of any general election. Anyway, the "single issue" of the next election will be unemployment and that alone will bespeak any funds Labour has available.

There is, of course, the impending change in the membership of the teachers' panel which will end the NUT's absolute majority. Some people have suggested that a settlement will come when the other unions can assert themselves and get the NUT off the hook. This sounds like wishful thinking. The teachers' sense of being undervalued - in pay, as in other respects - goes too deep and spreads too wide to be resolved by technical change in the Burnham Committee.

Nor, the longer the dispute drags on, will it become any easier to revive the proposals for a new contract. The new contract is mainly aimed at hand-stringing teachers' salaries in any future pay dispute. It is becoming less reasonable by the month to ask teachers voluntarily to renounce the weapons of industrial dispute without a comprehensive settlement of their grievances and some dependable guarantees for the future.

COMMENT

Reading the writing on the wall

The wrong decisions in the unhappy Poundswick affair could have been taken at any of the several stages of the story, and the necessarily confidential nature of governors' meetings makes it particularly difficult for the outside observer to get at all of the facts.

But if dispassionate judgements are to be made and if - more essentially - a satisfactory outcome is to be achieved for Poundswick school itself, some questions have to be answered.

The governors would need to gauge the seriousness of the offences and be sure that the teachers had discovered the real culprits. They would need to know whether this was a first offence, or whether the behaviour of the children concerned had regularly given cause for such concern that the head and staff could reasonably claim that they had reached the end of the line.

It is obviously important, whether or not parents and their advisers - or the pupils themselves - attend the suspension meeting, that a fair hearing is seen to have been given to all parties, and that account should be taken where fifth form pupils are concerned, that they are in the last year of an examination course.

Equally essential, of course, is the duty of governors to balance all this against the adverse effect on the school itself, the staff and other pupils, if outrageous behaviour is condoned. Any head exercising his or her professional responsibilities in the running of a school must be entitled to the support of the governing body provided he or she can satisfy them he has acted properly.

In many education authorities, a school's governors are the final court of appeal on pupil suspensions, but there are others - and Manchester is one of them - where the articles of government provide that the "book finally stops with the L.E.A. itself."

The Manchester articles have not yet been redrawn in accordance with the 1980 Act and even the appointment of separate governing bodies for each school is very new. But the authority can point out that Sir Keith Joseph's White Paper, *Better Schools*, proposes that the L.E.A. should take the final decision, not the governors, as did the Taylor Report, after lengthy discussion of the authority's ultimate legal obligation to provide education. The local authority clearly has a wider responsibility than the head or governors, but essentially it, or its subcommittees, has to take account of the same evidence and considerations. In Manchester, the facts are disputed in circumstances which remain unclear.

It cannot have helped that the chairman of the governors turns out to be a teacher at another school, a former teacher representative on the education committee. If governors are to act as a court of appeal in circumstances such as these it would be much better to have a lay chairman.

Even if the procedures were strictly correct, however, a defter authority than Manchester might have defused the situation earlier, either by the offer of alternative educational provision for the pupils, or by helping the Poundswick head, staff and governors off the hook. What they seem to have done instead is to impale themselves on their own hook, and provoke a confrontation with heads throughout the city.

If an education authority expects its teaching force to run its schools in a professional manner, it must give them much more solid sympathetic support than Manchester has given Poundswick. Professional teachers have to be able to cope with very difficult pupils; but when things get beyond a certain point - and most people will regard the Poundswick "graffiti" as quite intolerable - it must be right to accept the teachers' judgement, backed up by the governors. Only if there is the clearest evidence to the contrary should an L.E.A. substitute its own bureaucratic and political judgement for the judgement of the professionals on the spot. This is the point the Secondary Heads are making, and it is the view which ought to prevail.



Picture: Richard and Sally Greenhill

Teachers and the police

Accusations that London teachers are "anti-police" have been flying thick and fast in the wake of riots at Brixton and Tottenham. Now the Hackney branch of the NUT (page 5) is doing its best to prove Lady Cox and her fellow critics right with a campaigning pamphlet aimed at keeping the police out of all London schools. According to Mr Richard Reiser, the local NUT president, 8 out of 10 of the Hackney division's secondary schools and about a quarter of the primaries operate a ban, and there are other London schools where entry by the police is effectively controlled by the local NUT members.

What is clear is that schools which serve troubled areas where relations between local people and the police are strained, take on the sensitivities of their local communities. There are plenty of places, especially places with large groups of young unemployed (black and white) where there is little trust between the police and the citizenry. It is also true that such places have high levels of casual crime and one reason why young people dislike the police is because so many of them are engaged in forms of urban hustling - gentrified by the term "black eco-

nomy" - which also includes drugs, shop-lifting and other forms of thieving or receiving.

It is as unacceptable to brand the Metropolitan Police as collectively "racist" (as the Hackney pamphlet does) as it is to pretend that because the Commissioners and the Home Office eschew racism, this necessarily absolves them of doing something about the racist behaviour of individual policemen. For good or ill, policing is a necessity, and in times of emergency, everybody relies on the police. As Sir Peter Newman points out (back page), the police have been more energetic in following up the Scarman recommendations than any other public institution.

To teach children to hate and distrust the police - by a hidden curriculum no less than by an open one - would be a gross abuse of the teacher's function which no amount of deference to the sensitivities of the local community could condone. The tendentious nature of the GLC video on the police has clearly done nothing to improve things in London, but it would be stupid to exaggerate its importance. Three days of phoning the GLC and ILEA eventually revealed that only three schools have booked it.

Neither the NUT, nationally, nor the ILEA shares the Hackney line. An ILEA policy paper is now meandering through the authority's committee and consultative procedure. It will acknowledge the value of a police contribution (where teachers invite policemen in) but want reassurance about the teaching materials that are used, and about racism and sexism.

All in all, the picture which emerges is no better than the picture of the inner city itself. The same distrust and insecurity which bedevil relations between the police and the community plague the schools, too.

no comment

"Mrs A called in to say Lawrence will be on holiday from 25th for two weeks, but he's cramping at the moment." Message from parent in reply to letter inquiring about her son's absence from an Abingdon, Oxfordshire, school.

Second opinion

History: the threat from examiners

HM Inspectorate's apology *History: the primary and secondary years* (7B, October 4) is wise, humane and usually realistic.

It emphasizes repeatedly that historical understanding is elusive and the historical judgements are necessarily provisional. Above all, it reminds us all of us - that we need an understanding of the past; and that without it we can make sense of neither ourselves nor the present that is around us.

The argument is compromised, however, by two assumptions. The first is that history in schools needs to be defended against philistine utilitarianism.

This may be true, though one aspect that just as the Atlantic Ocean came Mrs Parnington, so history is triumph over Lord Young.

The second, however, which is the most must mount the defence on the attackers chosen ground, is undamaging. The result is a brave endeavour to show that history teaches a value for money, that it yields a return in the development of certain skills - chronological and conceptual understanding, historical judgement, historical empathy - but this devalues much of that history which touches young person as he or she is, and just as an adult in the making. It depreciates the development of attitudes and values and leads HM to the construction of a hierarchy of basic age-related learning objectives.

Objectives predicate assessment, and it is here that a certain tension begins to show. We are counselled to assess at one time too wide a range of skills; when one has been "successfully undertaken" it should be a corded, and learning and assessment alike should "move on". Yet the paper has to welcome the concepts of criteria which hardly admit of assessment. Last week's draft criteria proposals suggest the reason why.

By definition they aim at objective measurement of the "mastery" of specific skills and competencies. By which? The one criterion consistently tested in current examinations (content recall) is properly ruled out, and the present system "it has not proved possible to define... the qualities possessed in common by even the best majority of candidates achieving particular grades." So the working party identifies three new "domains" (historical knowledge and understanding, historical enquiry, historical reasoning) and labels into each a group of specific competencies. "Relating different types of evidence" for example, in domain two; "considering the reliability of evidence" in domain three. For each competency, low level of mastery are described which when aggregated, correspond to grades A, C, B, F. Sample questions and responses are supplied.

Few, I think will be convinced. The skills of understanding, enquiry and reasoning are not specifically historical, and their separation is artificial. The competencies overlap, and their ordering depends on distinctions (between, for example, "a clear awareness" and "an awareness") that are purely semantic. Aggregation is simplistic and the examples are contrived. History is more complex than this.

Examination grades alone can measure neither its good teaching nor its responsive learning. The criteria proposed, narrowly instrumental as they are, could well inhibit both.

Michael Duff

Michael Duff is head of King Edward VI School, Morpeth, Northumberland and president-elect of SHA.

DES-backed report attacks racist attitudes

by Biddy Passmore



John Eggleston: team leader

Clear evidence that racist attitudes and practices are restricting the educational achievement of black young people is provided this week in a report commissioned by the Government.

The 600-page report says that many young people from ethnic minorities are determined to persevere with their education in the hope of getting the jobs they want but that their efforts are counteracted by "social processes in both schools and society at large".

Among the chief problems identified in the report are the tendency of schools to place black pupils on courses and to enter them for exams at levels below those appropriate for their abilities and ambitions and the unwillingness of teachers to accept or redress these processes.

Black adolescents currently demonstrate the self-fulfilling prophecy by reacting with speech and behaviour that appear to justify the low expectations, the report suggests. And when the schools fall them, young black people find it harder than others to get into colleges of further education.

The report, on the educational and work experience of 15 to 18-year-olds from minority ethnic groups, is the result of a 3½-year study commissioned by the DES as a complement to

the work of the Swann Committee. It was carried out by a research team at Keele University led by John Eggleston, then the university's professor of education and now professor at Warwick.

The study examined the aims and progress of 593 young people, including 157 pupils of South Asian and 110 of Afro-Caribbean descent, who reached the age of 16 in the school year 1981-82. They attended 23 comprehensive schools in six L.E.A.s in Bedford, Birmingham, Bradford and London.

But the most striking chapter in the report is a case study of two schools in the west Midlands not studied in the main survey.

This includes reports of teachers making racist remarks, such as one who told a black pupil he would "send her back to the chocolate factory". And interviews are recorded with black pupils in which their anger and resentment at their teachers' attitudes are clearly shown.

The study found that, in their fifth year at school, more black than white young people were expected to take a one-year sixth form course, usually to add to their O level and CSE stocks - to improve job prospects but also, the

new courses being offered within the context of the Technical and Vocational Education Initiative (TVEI). Schools should also study closely the way they allocate pupils to sets, streams and bands, so that it takes full account of pupils' potential and achievement.

"Faculty education can lead to faulty achievement and it seems to be Afro-Caribbean children who suffer most severely in this process," the report says.

Similar care is needed in the way pupils are allocated to exam groups, the report says. Evidence suggests that academic potential is not fully recognized due to "overt and covert expectations, traditions and 'ethos'" - a suggestion reinforced by the fact that black young people tend to do better at further education colleges.

Schools should try to counteract black young people's low level of confidence by allowing all children the chance to develop their most marketable skills and by emphasizing the strengths of their ethnic minority pupils.

But it stresses that the aim is not to "ghettoize" black pupils by providing them with a soft option curriculum in which they can succeed.

The report's other recommendations include that:

- Schools take particular care with their strategies of punishing black pupils;
- Schools place less emphasis on mastery of "standard English" in assessing pupils suitability for the more demanding courses, pointing out that many overseas students acquire fluency as they study;
- "Genuinely racist" teachers be given a clear opportunity to resign;
- Anti-racist guidelines be issued by all local education authorities;
- Further education colleges make more efforts to attract black students and mount "access courses" for those with few or no qualifications;

The full report, entitled *The Educational and Vocational Experience of 15-18 Year Old Young People of Ethnic Minority Groups*, is available, price £35 post free, from Multicultural Studies in Higher Education, University of Warwick, Westwood, Coventry CV4 7AL. A summary of the main findings can also be obtained from the same address, price £4.

Next week: A Tale of Two Schools - the experience of ethnic minority pupils in two West Midlands Schools.

Doubts cast on training cuts

by Bert Lodge

Teacher training institutions were plunged back into uncertainty this week when Sir Keith Joseph rejected the advice of the National Advisory Body on which colleges to close.

The body, formed in 1982, advises on planning in public sector higher education. In a letter to Mr Peter Brooke, junior minister and chairman of NAB, Sir Keith in effect told the body to come back next Easter with advice nearer to the sort he wants to hear - how to cut down the teacher training plant into "viable units... which will secure high quality, cost-effective provision."

Five institutions were warned in May that their teacher training allocations could be withdrawn. But after deliberations lasting until September only Hertfordshire College was recommended by NAB for closure.

An earlier recommendation to withdraw all advanced courses at De La Salle College, Manchester, was also reactivated. This would effectively close the college down.

Now Sir Keith says the advice did

not go far enough towards "rationalization of initial teacher training in the public sector in terms of... larger minimum group sizes... particularly in regard to primary training."

But while NAB is looking at how to reorganize more efficiently from 1987 it should also revise proposals it made for increased intakes in 1986 at some institutions, he says, just in case they conflict.

Sir Keith also says that - in view of his request for a further review - it would be inappropriate to accept the advice that initial teacher training intakes should be withdrawn from Hertfordshire College. "I therefore advise NAB... to find an appropriate allocation of places in 1986 for the college."

The first colleges or bodies approached by The TES heard of the development was when they read it in newspaper on Tuesday morning. Dr Derek Haslam, principal of Hertfordshire College commented, "Everybody is now back under review. Those

once reprieved are now vulnerable again."

Mr Francis Wright, principal of North Riding College said, "We are absolutely astounded. It's a war of attrition. Meanwhile our allocation this year of 110 BED places and 20 PGCE places are all taken up."

No mention is made in Sir Keith's letter of De La Salle College but a statement from the Voluntary Sector Consultative Council saw the Education Secretary yesterday. The principal of the college, Brother Wilfred, said they were still hoping a plan to merge with the Liverpool Institute of HE would be accepted. "But we have been told to make no plans to receive an intake in 1986," Mr Sinclair Goodlad, secretary of the VSCC, said. Losing another voluntary college would be highly undesirable. "In 1969 there were 51. Today there are just 18."

The reduction of teacher training capacity in the country began in 1977 when a massive operation reduced 150 institutions to 80. In 1982 a further 14 colleges were closed and two merged.

Maths better, says APU report

by Susannah Kirkman

Standards in school maths have improved slightly according to a review published by the Assessment of Performance Unit this week.

From 1978 to 1982, the period covered by the report, standards improved by one and a half per cent, the review shows.

But the poor performance of the lowest 20 to 40 per cent of pupils gives cause for "great concern" according to Mr Keith Mason, a member of the APU maths team, at the National Foundation for Educational Research. Mr Mason said that the material provided for lower attaining pupils was often too difficult for them. Too many pupils were being entered for CSE.

It is hoped that the appraisal team's report, *New Perspectives on the Mathematics Curriculum*, (TES Maths Extra October 11) will be widely used by maths advisers and teacher trainers to explain the implications of the APU's findings for teachers.

Copies of *A Review of Monitoring in Mathematics 1978 to 1982* and of *New Perspectives on the Maths Curriculum* are being sent free to L.E.A.s. Teacher training institutions and teacher centres.

Liverpool sackings not illegal, court told

by Richard Garner

Liverpool City Council could sack all its teachers for three months and still stay within the law if schools worked throughout the rest of the year, the High Court was told on Wednesday.

In an affidavit sworn to the court, Mr Kenneth Antcliffe, the city's director of education, said the authority could still comply with the obligation to have 400 sessions of education "provided the school sits almost continually in the next period of nine months", scrapping holidays.

The court was hearing applications by both the National Union of Teachers and the National Association of Head Teachers to the High Court to

quash the redundancy notices issued to the council's workforce. The case continued as The TES went to press.

A rescue mission is being mounted by other local authorities to try and save off the Liverpool City Council financial crisis and avoid the lay-off of the entire 31,000-strong workforce for the whole of January.

The Labour-led Association of Metropolitan Authorities is seeking to find ways of channelling financial aid to the city. Both Labour leaders and the general secretaries of all eight council employee trade unions plan to meet Liverpool city councillors to discuss the financial crisis next week.

Student suspended

A Polytechnic of North London first year history student has been suspended and disciplinary action begun against him, following the discovery of racist posters and leaflets in the polytechnic's Kenish Town site. The polytechnic's acting director, Dr John Beishon, said it was partly for the student's own safety.

The polytechnic's new disciplinary code, introduced towards the end of the trouble over PNU's previous racist student, National Front member Patrick Harrington, allows for a month's suspension while disciplinary procedures are considered. The student is currently suspended.

CNAAs members

Miss Sheila Browne, principal of Newham College, Cambridge and formerly chief FHM, and Mrs Nicky Harrison, who chairs the education committee of the Association of Metropolitan Authorities, are among 11 new members appointed by the Government to the Council for National Academic Awards.

The CNAAs, which awards degrees and diplomas in polytechnics and colleges, has 25 members and a chairman, who is currently Sir Alastair Pilkington. The 11 new members have been appointed for a period of three years from last month.

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PLATFORM

I received your letter about the teachers' pay dispute which you sent home with my son saying that "in support of the pay claim the NUT had called an official half-day strike" and that it was "necessary for you to send pupils home at the end of morning school."

As it happened, I had to keep my son home for the day and take him to work with me. Since then I have had a number of thoughts I would like to share with you.

I would like you to know that I fully support you in your claim. I think you all do a good job under difficult conditions without the salary or status you deserve and I think you are being treated badly by this government.

But I do not support your industrial action in its present form because it is hurting parents and children more than it is hurting the "bosses" (your employers) and because I think there are more effective and less damaging alternatives.

It is particularly hurting working mothers of whom I am one. By working mothers I mean women who work full-time as mothers and also full-time or part-time in employment. There are lots of us. Statistics show that over half of mothers with children at school also have other jobs. Nearly a third of families in inner London boroughs are single-parent households, headed mostly by women. Twenty per cent of households have a sole female breadwinner. We are also the main childcarers.

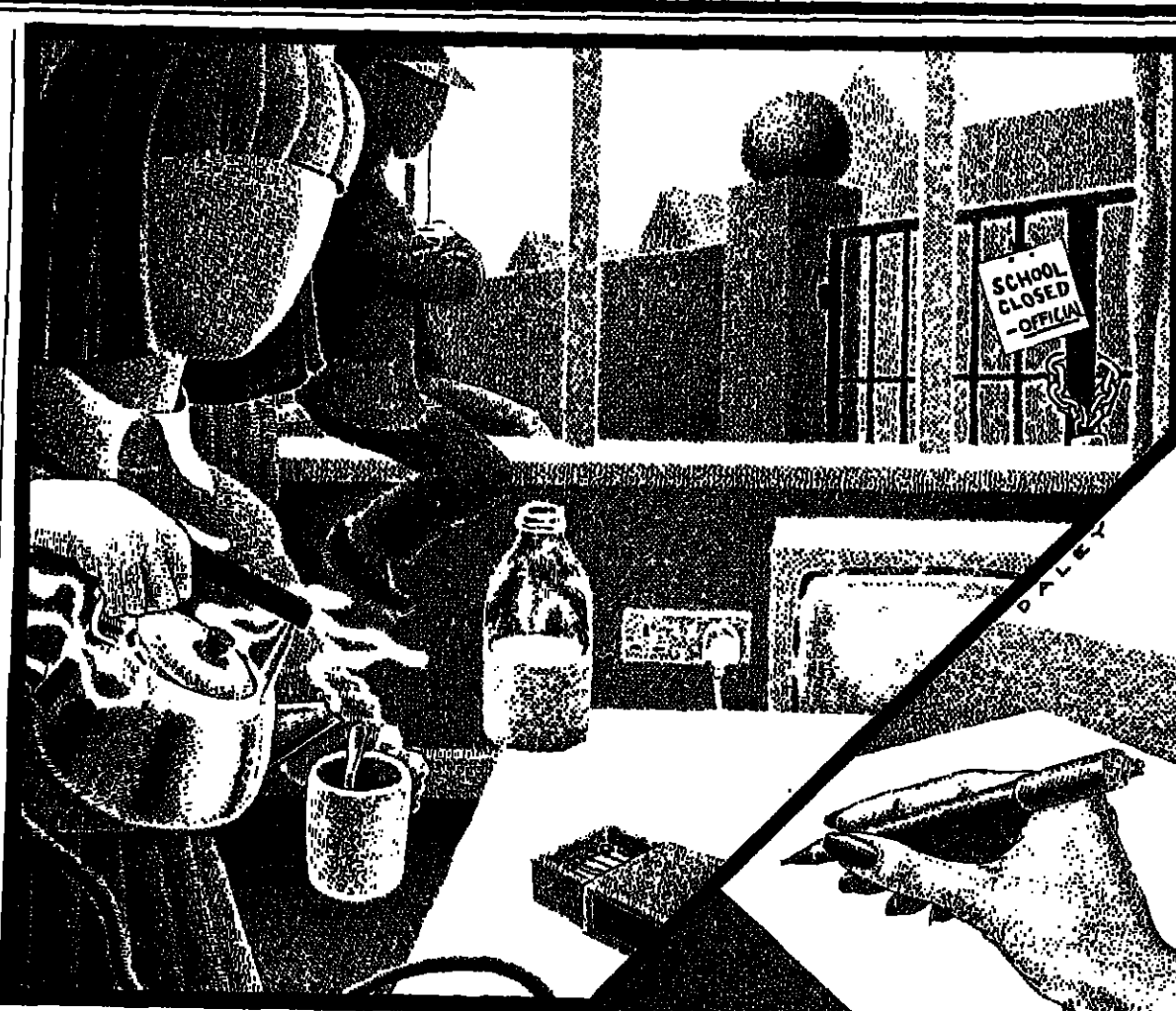
Transfer these statistics to parents at your school and you start to get a picture of who is being hit hardest by your present industrial action - women, who are already in a vulnerable and powerless position. It is also hurting the one group who have no rights or power whatsoever in society - young people.

I see you being squeezed by an oppressive government and then passing the pressure on to people who are even more oppressed and powerless than you. And as you do not bear considerable ill will towards the people (politicians) who are hurting you, you will create ill will in the people who are on the receiving end of your action - even if we are in principle sympathetic and support your pay claim. This is, of course, the pattern of oppression handed on from one group to another down the hierarchy.

You must also remember that many parents are in a much worse position than you in terms of pay and employment, especially the mothers who bear the brunt of your present industrial action. The traditional pattern of women's employment (especially women with children) is part-time on low pay. Many have no pension rights, maternity or sick leave or job protection or security. The position of teachers by comparison will often seem very good.

The real irony is that I think what you are doing (working to rule, short and sporadic stoppages, and withdrawing your labour from some educational activities) is a relatively ineffective form of industrial action - which is why you've been doing it for so long without results.

If it eventually does achieve your aims (as I hope it soon will), it will only



Catherine Itzin sends an open letter to her son's teachers on why she opposes the classroom action on pay

Innocent victims of misdirected fire

have been after an extremely prolonged disruption of the service which has been most disruptive to the already difficult lives of women and children. Is this really the correct model of industrial action for the kind of work you do?

Strikes make sense when the withdrawal of labour from production means that the owners cannot sell their products and continue to make their profits. It is usually effective because the withdrawal of labour hurts the person who is in a position to improve the working conditions of the strikers and eventually they usually do.

The people who can improve your working conditions are members of a Conservative Government whom your half-day strikes don't hurt at all. The only effect you are having is to "de-

monstrate" your dissatisfaction. I actually suspect the present form of your industrial action is effectively forwarding the aims of this oppressive government. They "say" they are "upset" by the teachers' action (as with the miners). But they attack you for it and your action enables them to create more divisions between people in the country (certainly between teachers and parents).

I think they are well aware of this (as with the miners), that it is part of their divide-and-rule policy to which your present action effectively contributes. I know this isn't your intention, but if this were in fact the case, wouldn't you want to rethink the action you take?

In your letter to parents you also say that in addition to selective strike action you are "withdrawing goodwill"

by "not covering for colleagues who are absent; not doing lunchtime duties; and not attending meetings outside school time". From this it appears that the goodwill you are withdrawing is that to parents and pupils. Does this really make sense?

We parents are your obvious and natural allies in your pay dispute. Surely you would benefit by having more not fewer meetings and communication with us, giving us all accurate information about your claim which we don't get in the right-wing biased media. Schools say they want parental involvement. The Hargreaves Report calls for parent/school partnership. Here is a situation where a real partnership would benefit everyone.

So what can you do? What can we do? As parents, our only power is as individuals. We can write the powerful letters to MPs and the DES, but we know that this is only relatively effective and that this Government basically doesn't care. Our only other power individually is as voters - removing this Government from office. Information from you to us about why it is in our interests to do so (rather than withdrawal of goodwill) would help.

Collectively we could be more effective on your behalf, but how do we get together? The parents of your school children can only make contact with each other through you. My experience has been that schools often talk about parental involvement while keeping us at arm's length.

We can raise funds and find out about our children's progress, but exercise no real power. Now it would really be in your interests to draw on our collective parent power. Not only are we your obvious allies, I think we are your only allies.

As teachers, you collectively could call an all-out full-scale national strike of all educational services and your claim is settled. This would almost certainly be more effective and faster in achieving your goals. Why haven't you done it? (It would still hit women and children hardest, but I think it's easier to organize work and children on a stable, probably shorter term and planned basis than on a chronic, irregular and unpredictable basis.)

You could decide on an all-out strike and you could bring all your parents together with goodwill and ask for support. This would have made your current strike shorter and less of a hardship to parents and children.

Individually you have the same power as individual parents - to vote this Government out and replace it. The irony (again) is that well over half of all teachers voted Conservative at the last election. Half of you created the very problem that makes you struggle and us suffer. Putting your energies into making sure that teachers vote Labour (or at least Liberal or SDP) would prevent the need for industrial action in future and could have prevented the present state of affairs.

Educating each other about the politics of oppression, the kind of politics that is creating your pay problem and the problems of poverty and deprivation you have to deal with as teachers in an inner city school would be more effective in the long term than working to rule or withdrawing goodwill.

Is it the political divisions among teachers, and within the teachers' unions, that have prevented a proper full-scale strike? I'd like to know. Eighteen months is a long time to have your education disrupted. My son is a first year. If I had a child doing O levels at your school and it was examinations - his whole future - at stake, I would be even more distressed.

With good wishes,
Catherine Itzin

How to Choose a School by Catherine Itzin is published this week (Methuen £9.95 hardback, £3.95 paperback).

Pay talks deadlocked as offer is turned down

by Richard Garner and Mike Durham

A new pay offer costing local authorities 6.9 per cent on their wages bill, with no strings attached, was turned down by teachers this week.

The only hope of resumed negotiations seems now to rest with Sir Keith Joseph's declared intention of removing the National Union of Teachers' stranglehold on talks next month.

Talks were still deadlocked this week as the NUT used its majority on the existing teachers' panel of the Burnham Committee to re-emphasize that an increase which goes some way to restoring teachers pay must be offered before a settlement can be reached.

A motion calling for talks on the new offer "as soon as possible" - put forward by the National Association of Schoolmasters/Union of Women Teachers - was defeated at a meeting of teachers' leaders on Tuesday night.

The new offer agreed by the management panel only 24 hours earlier - would cost 6.9 per cent in 1985 and is end-loaded to ensure 7.5 per cent by the end of next March (the average rise in non-manual workers' earnings). In exchange, teachers' leaders were asked to signal their acceptance by calling off industrial action immediately.

After nearly three hours of discussions, the NUT leadership had used 16 votes to outweigh the 15 votes of all the other teacher unions in defeating the NAS/UTW motion and then pushed through its own motion re-emphasizing its commitment to restoring teachers' pay. The vote was carried by 16 to two; the rest abstained.

Those voting against were the Secondary Heads Association and the Professional Association of Teachers - both are angry that management dropped its restructuring proposals from this year's pay offer so readily.

However, NAS/UTW leaders did come away thinking the NUT had softened its line over a deadline by which pay should be restored. This was denied by the NUT, although Mr Fred Jarvis, general secretary of the NUT, did put a figure on a potential settlement of 10 per cent in private talks with Mrs Nicky Harrison, the employers' leader last week.

He acknowledged that this figure was not backed by his panel - but asked if management would consider making such an offer with the extra 2.5 per cent funded by the government.

This was not agreed by the local authorities. Mrs Harrison said it was a final offer and more than L.A.s could afford. "But we have made the decision and if teachers do find in favour of it then the money will be paid," she added.

All but 14 of the 57 inner-city L.A.s in the Association of Metropolitan Authorities would be in Government penalty for overpaying if they were forced to go above the amount they had already set aside for teachers' pay.

The management had also proposed urging the Government to set up a Royal Commission to investigate pay, conditions and the way in which negotiations were conducted but this was dismissed as "daft" by union leaders.

Mr Jarvis said a Royal Commission could take three years to report and "teachers could wait that long". Mrs Harrison had been "very hopeful" of winning union agreement on the new offer. The deal would cost local authorities £297 million before taking account of the extra cost of Government penalties for overpaying.

This week, for the first time, teachers in Northern Ireland have been actively involved in the national pay dispute - with a series of half-day strikes which, started in Belfast on Tuesday.

Selected members of the NAS/UTW, about 1,000 in both primary and secondary schools, and 400 members of the Irish National Teachers' Organisation in primary schools, failed to report for work.

Hackney NUT launches attack claiming 'proven racism'

London teachers press for ban on police visits to classrooms

by Biddy Passmore and Richard Garner

Left-wing London teachers were attempting this week to bring about a city-wide ban on police visits to schools - a move that would be opposed by both the Inner London Education Authority and the leaders of the National Union of Teachers.

The Hackney branch of the NUT tabled an emergency motion for Wednesday's meeting of the Inner London Teachers' Association calling on members throughout London to campaign for a non-cooperation policy "in view of the proven racism of the Metropolitan Police".

Police should only be allowed on school premises "where absolutely necessary" and if possible with the prior consent of parents, the motion said.

This followed the publication last week of a pamphlet called *Police out of school* by the NUT's Hackney division. The pamphlet claims that it is impossible for teachers to retain the confidence of black parents and pupils if they allow the police access to schools.

"We cannot accept that the police have any legitimate role in our schools," the pamphlet continues. "The commitment of the Metropolitan Police to visit every classroom once a year can only be viewed as a cynical PR exercise, while at the same time in the community and on the streets instant Response squads operate with a heavy hand towards all black people."

Mr Richard Rieger, president of the Hackney branch, accused the police of trying to "bribe the hearts and minds of children because they thought a criminal subculture was growing up among black young people."

"Their assumption is to criminalize all black youth," he declared. "We in a multi-ethnic situation find that totally unacceptable."

The policy of keeping police out of schools was now in force in eight out of ten of the division's secondary schools and in about a quarter of the 60 primary schools, Mr Rieger said.

He stressed that the decision was not forced on schools by "a tiny minority of teachers" but after consultation with all staff, parents, governors and - in secondary schools - students.

A similar policy is understood to have been adopted by three other London branches of the NUT: East London, Islington and Southwark, which cover the riot areas of Brixton.

Mr John Esterson, secretary of the Lambeth branch, said union members

did not allow police into Lambeth schools unless they agreed to restrict themselves to issues like road safety. But only one or two schools had banned them completely, he added.

Mr Esterson, who is also president of the ILTA (the grouping of all London branches of the NUT) said: "We know how strong the anti-police feeling is in the communities where there's been trouble. The parents are very angry, and that's coloured what a lot of us feel."

Meanwhile, the Inner London Education Authority is preparing a discussion paper on police liaison with schools which, far from proposing a ban on police visits, sets out ways of ensuring that contacts between schools

and the police "are properly planned and reviewed with the involvement of teaching and support staff and governors as appropriate".

Mr Barrie Stead, chairman of the authority's schools subcommittee, said he thought it would be impossible to ban police in schools because they had to investigate incidents and give curriculum talks to children.

He acknowledged, however, that there was "very sadly", a complete breakdown between the police and community in some areas. Schools must educate children in a way that was acceptable to the community and parents; in some areas, he would not advocate bringing police in at the moment because things were "on a knife-edge".

If the ILTA voted to adopt a policy of a ban on police visits, the authority would discuss the matter with it and

the union nationally was not in

policy on the issue. He said he had not seen the Hackney NUT pamphlet and advised Mr Rieger to "mind his own business".

Mr Brockman added: "We have 140 schools in the borough - which probably have varying policies on police liaison - some of them more cooperative than others."

"Nothing unusual in the way of police/school liaison seems to have happened in the last two weeks. All the questioning of children seems to have taken place at home addresses."

"Obviously, the kids in the schools are very high and they talk about it. I teach very close to the Broadwater Farm and actually at the four schools immediately nearby - three of which were closed by the violence at first - teachers were shaken up by it."

Leaders of the NUT made it clear that the union nationally was not in



School contact... police see this as a necessary role.

other teacher associations in the usual forum.

NUT members in Haringey will be meeting a week on Monday to discuss the aftermath of the riots in Tottenham.

Mr Tony Brockman, general secretary of the National Union of Teachers' local branch, said it was possible that the question of police visits to schools would be raised as one of the issues. At present, the branch has no specific

favour of banning police from schools - although it seemed unlikely that any action would be taken over the Hackney pamphlet.

The Metropolitan Police denounced the Hackney pamphlet, describing it as "a negative and unhelpful response", their efforts when the overriding need was to find ways forward.

Metropolitan Police officers only went into schools at the school's invitation and in consultation with the head to talk on necessary curriculum topics, a spokeswoman stressed. They were members of the Home Beat or Juvenile Bureaux and would have had one week's training at a teacher training college.

● A parents' pressure group has complained to a London head about the presence of an "anti-police poster" in one of his sixth form rooms. But the head says he cannot find it.

Mr Michael Ivens, of Parents Against Political Propaganda in Education (PAPPE) and head of Aims for Industry, wrote to complain to Mr Laurie Goodhand, headmaster of Quintin Kynaston School.

But Mr Goodhand told *The TES* that the only poster he could think of that might fit the description was one advertising the GLC video "Policing London" that the school might once have had outside the computer studies unit.

● Two teachers from Daneford School in Tower Hamlets, East London, will appear in court on November 4 as a result of joining a picket line protesting at the presence of police at a careers convention at the school.

Mr Norman Flaxley and Ms Mary Trap have been charged with obstruction in connection with a picket mounted by a local Bangladeshi group and joined by NUT members at the school.

Staff and parents - 70 per cent of the boys at the school are from Bangladesh - were angry that the careers convention was organized by the deputy head and the ILTA's careers service without consultation. It included representatives of the police, the armed forces, commercial Youth Training Schemes and Barclays Bank.

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Leaders of the NUT made it clear that the union nationally was not in

'Poor links' in Haringey

by Geraldine Hackett

Haringey, where rioting erupted on the Broadwater Farm Estate, has a history of poor relationships between police and young blacks, according to the borough's principal youth officer.

Mr Norton McLean, who began work in Haringey two years ago, said relationships between police and black youth in the area were not as good as in Lewisham, south London, where he worked previously, and the police had not been as responsive as they could have been in the past.

Haringey had not been seen as a potential trouble spot, and had therefore not received the same kind of attention and treatment provided in other tense areas. "We need to build bridges between youth and the police," he said. "We have had difficulties with the police in the past."

The youth service was now faced with youth that was disadvantaged and

alienated. "We can't give them job opportunities and we can't be only about containment," he said.

The week tension remained between the police and the Broadwater Farm Youth Association. Mr Floyd Jarrett, whose arrest led to the raid on his mother's house, is an active member of the association, which was broken into by police during the riots.

The youth association was begun four years ago by Mrs Dolly Kiffin, who has lived on the estate for 14 years. Last year it received £46,000 in urban aid funding.

● In Liverpool there are fears among young workers that any breakdown in the youth services could have serious consequences with youngsters roaming the streets. The council is considering laying off its workforce for a month at the end of the year.

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Tighter security on cruises

Security has been tightened on British school cruises in the Mediterranean because of parents' fears about terrorist attacks.

Cruise organizers, Schools Abroad, of Haywards Heath, Sussex, have taken action after a flood of "phone calls from parents worried about the safety of their children."

Mr Ron Westerby, director of educa-

tion for Dudley, West Midlands, assured parents: "All children and members of staff on the cruises will have individual identity discs to ensure security."

Six hundred children from 20 Dudley schools will board the educational cruise ship *Neptunia* this week, in Athens to visit the Pyramids, Jerusalem and the Acropolis.

But the decline in public libraries is not as bad as it might have been, the report suggests. Some local authorities have succeeded in cushioning the effects of cuts in staff, opening hours and book funds.

Libraries are being asked to make cuts at a time when they are expanding into new information and community services, with video, information technology, computers, and buildings increasingly in demand from local groups.

The effect has often been to promote new services at the expense of

Less cash spent on books as new services expand

Libraries hard-hit by cuts

by Mike Durham

Spending on public libraries has slipped behind in comparison with other services over the past seven years, according to a report by the Libraries Campaign. Government spending plans suggest real-terms cuts of about 14 per cent (£29 million) next year.

But the decline in public libraries is not as bad as it might have been, the report suggests. Some local authorities have succeeded in cushioning the effects of cuts in staff, opening hours and book funds.

Libraries are being asked to make cuts at a time when they are expanding into new information and community services, with video, information technology, computers, and buildings increasingly in demand from local groups.

The effect has often been to promote new services at the expense of

traditional ones. The report says that where bookstock figures show an overall growth since 1979 despite cuts, the quality and condition of stock is worse.

Less and less money is being spent on books, which suffer from a higher than average rate of inflation. Many authorities now buy fewer copies of popular titles, or paperback versions instead of hardbacks.

Only 22 out of 119 library authorities in England and Wales have maintained or improved their book provision in the past seven years, according to the survey, and some had had their book-buying power halved.

Library opening hours have been hardest hit among all libraries open for less than ten hours a week, and very large libraries opening more than 60 hours a week. Professional library staff have been reduced and in some

areas replaced by non-professional library assistants.

However current spending on libraries in real terms is about the same as it was in 1979-80, according to Government statistics. The problem, the Libraries Campaign says, is that the money is having to be spread further.

The report looks in detail at nine library authorities, including all L.A.s, Somerset, Surrey, Northumbria, Wigan, Waltham Forest and Manchester. It does not survey the effects of school or college libraries.

Expenditure cuts in public libraries and their effects on services, by Christine Lambert. Copies available from: The Libraries Campaign, Central Library, Surrey Street, Sheffield S1 1XZ.

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NEWS

Mike Durham reports on the dispute sparked off by the 'obscene graffiti' suspensions in Poundswick

The "obscene graffiti" dispute which threatens to throw Manchester's schools into chaos next week is more than an issue of discipline and outraged feelings at one suburban high school.

It has become a heated debate about who runs Manchester's schools, how decisions are taken on matters of discipline, the powers of the I.e.a. and the role of governing bodies.

Heads, teachers and school governors are now locked in conflict with councillors and the local education authority. The outcome will be watched with interest in schools and I.e.a.s everywhere.

The Poundswick High School saga began shortly before 9 am on the morning of Tuesday June 18. Pupils arriving at the Lower School, one of two buildings occupied on a split site, were confronted with an amazing sight.

The previous evening, someone had covered an entire stretch of the back wall, more than 100 yards long and five feet high, with obscene graffiti.

It was written in broad felt-tip pen in letters a foot tall, covering 44 wall panels, windows, doors, guttering, and an entrance canopy. Some had been written on window glass backwards so it could be read from inside.

But what really outraged staff was that some of the most offensive graffiti named 10 teachers at the school, linking them, their wives and families with bizarre sexual practices. Not only were they obscene: they were also blatantly racist.

The graffiti was swiftly removed, and within two days the school's headteacher, Mr Keith Halstead, had enough information to feel confident he knew the identity of the perpetrators.

The lower school is close to a youth club and teenagers often cut through the Lower School grounds on the way home. Another pupil told staff the names of boys he claimed to have seen written on the walls at about 9 pm the previous night.

On Wednesday, five fourth-year boys from the Upper School are said to have "freely admitted" their guilt and gave the head details of what each had written. They were immediately suspended pending a governors' meeting.

At one point one boy's parents hired a solicitor, who wrote to the head



Poundswick High School... centre of a fierce dispute, with some pupils last week attending classes in a local library

Why staff will dig in over 'dirty five'

acknowledging the boy's participation in writing the graffiti, but questioning the severity of the suspension order.

When the governors met on July 1, parents of all five boys and the head were present. After hearing both sides, the governors decided to back the head and recommend permanent expulsion for all five pupils.

The next step was the parents' appeal. But school holidays intervened and a hearing could not take place for six weeks. The South Manchester District Appeals Subcommittee finally met on Friday September 13.

The subcommittee exists to hear appeals from parents on disciplinary issues. But it was the first time it had ever met. It consisted of five councillors and a teacher representative.

All five boys attended along with their parents, one couple bringing a barrister and instructing solicitor. And it was at this hearing that the school's

and governors' decision to expel the boys was overturned. The ruling, by a 4-2 majority, was made at 5.15 on Friday night and the boys arrived back at school on Monday morning.

According to the I.e.a., the boys sat for the next eight days in the school hall, provided with books but not taught. On September 24 the chief education officer, Mr Gordon Hainsworth, visited the school and warned teachers they were obliged to teach the boys.

But the staff replied that they stood by the governors' decision to expel the five. On September 25 the first three staff were sent home for refusing to teach the boys and the dispute had begun in earnest.

According to staff and teaching unions, the question is largely one of good discipline and maintenance of standards at the school. But they are also worried by the wider question of

I.e.a. support for teachers in general. Mr Bernard Gray, a deputy head teacher and spokesman for the teachers' action committee, said: "Teachers are striving for the very highest possible standards. If they are to achieve them they need the support of everybody involved."

"I feel the I.e.a. is not aware of what it is like to teach in a school, and the problems that can arise when pupils return to school. Do they understand what it's like to deal with pupils who have demonstrated their contempt for the school in this way?"

Mr Gray said there was no history of trouble at the school or evidence of a vendetta against staff. "There was no indication that something like this would occur. That is why the shock and disgust we all felt was severe. It was like a bolt from the blue."

"There is no reason we can think of why these particular 10 members of

staff should have been picked on." The teachers are demanding that the "dirty five" are transferred to another school, or given off-site provision. They claim wide support from local parents, and teachers throughout the country.

Chairman of the governors, Mr Les Roberts, who is a teacher at a nearby school, said: "We are concerned about the legality of the situation but about common sense. We are staggered by the authority's decision."

"The authority seems to be saying that the parents' attitude is paramount - their wishes must come first. But we feel that is a horrible situation."

"The I.e.a. has got the balance wrong. They are so concerned that inarticulate parents are well-treated that they forget that schools have to operate as organized and disciplined institutions."

Many teachers and governors clearly feel that Manchester, a left-wing authority, has made a political decision to back parents and even the pupils at the expense of teachers' professional feelings.

Poundswick's 20-strong governing body, formed when the school was reorganized in 1982, but still using Articles of Government written in 1950 has now discovered the bitter truth that it is virtually powerless over an issue which it sees as fundamental to the running of the school.

Although parents have a right of appeal to the I.e.a., teachers and governors do not. The authority has the final say over such issues.

To the I.e.a., the question turns on the weight of evidence against the "dirty five", and the (to them) equally fundamental matter of the credibility of the authority's internal appeals and disciplinary procedures.

Mr Nick Harris, chairman of the education policy committee, said: "There was not enough evidence to link the five boys directly with the obscene graffiti. The evidence is plain to say the least. Procedures were followed and there is no reason why the appeals committee should change its mind."

"The head presented his evidence and failed to convince the subcommittee. Now teachers who have not seen the evidence are demanding that a perfectly legitimate decision must be overturned."

According to some subcommittee members, at least 11 boys took part in the original offence, some of whom have since left the school.

And Mr Harris also claims that teachers are using the opportunity to mount a political attack on the I.e.a. "It's quite clear that this is an excuse to attack a Labour council. It is clearly politically motivated."

"What is behind all this for many teachers is a desire to see the reinstatement of corporal punishment in schools."

He believes teachers are attacking correctly-established procedures. "They are saying that the teachers' decision must be final. The head always right - that's what we're being told in this case. And that is totally unacceptable."

As the dispute entered its fourth week, with the prospect of a strike paralysing every one of Manchester's 350 schools next Monday, there was no sign of either side giving any ground this week.

Bill will leave final say on pupils with I.e.a.s

The forthcoming Education Bill on governing bodies will strengthen governors' rights on school discipline but still leave the ultimate decision to suspend or expel a pupil to the local education authority, *Biddy Passmore writes.*

At present, under the 1944 Education Act and the accompanying White Paper on school governors, the I.e.a. settles the "general educational character of the school" and the governors have "general direction of the conduct and curriculum".

The headteacher controls internal organisation, management and discipline of the school and has power to suspend pupils, subject to an immediate report being made to the governors and the local authority.

This division of powers is reflected in

schools' articles of government. The 1944 Act also provides for disputes between the I.e.a.s and a governing body to be referred to the Education Secretary for a decision.

In the White Paper *Better Schools*, published in March, the Government described how it planned to strengthen and clarify governors' powers over discipline in new legislation, which will be included in next month's Queen's Speech.

The conduct and discipline of pupils should be primarily a matter for the school, the White Paper said, with the head and staff handling day-to-day issues but ultimate responsibility "at school level" resting with the governing body.

For example, the head would have a duty to draw up school rules and

sanctions in the light of guidance from the governors. But the White Paper said it was also necessary to ensure that the I.e.a. could discharge its responsibilities, including securing attendance at school.

Thus the formula on the suspension and expulsion of pupils was quite clear. If a headteacher debarred a pupil for more than three days, the head would be required immediately to inform the governors and the I.e.a.

The governing body or the headteacher would have power to direct the headteacher to terminate the debarment - and any direction by the I.e.a. would be binding on both governing body and headteacher.

It is possible, however, that education ministers might decide to strengthen governors' powers in this

area in the light of public concern over the Poundswick case.

Cheshire and Manchester delegates to the annual general meeting of the National Association of Governors and Managers at York last weekend failed to win support for the governing body of Poundswick High School.

An emergency resolution regretting the education committee's refusal to support the governors and urging them to reconsider their decision "in the interests of all the children" was defeated by 17 votes to 13, only about 40 of the 800 members were present.

The resolution was opposed by several inner London delegates, including the chair, Mrs Felicity Taylor, who is understood to be unhappy about governors playing any role in the exclusion of pupils.

Bradford teachers strike

by Bert Lodge

About 25 teachers, almost all from one school - Grange Upper School - went on strike in Bradford on Tuesday in response to the call for a day of action from parents of Drummond Middle School and others seeking to have the head, Mr Ray Honeyford, dismissed. The strike was not backed by the local branch of the National Union of Teachers.

Mr Honeyford has been at the centre of a race relations row for the past 18 months since he wrote an article critical of multicultural education, a policy enthusiastically adopted by Bradford's education authority. Ninety-five per cent of its 550 pupils are Asian.

In addition, to the staff walk-out from Grange Upper School, the head, Mr Keith Thompson, announced he would be resigning from the National Association of Teachers in protest at its uncritical support of Mr

Honeyford. The Council of Mosques, representing 30 mosques in Bradford, also called for a city-wide boycott of schools by Muslim children but education officials estimated that 11,000 of the city's 15,700 turned up for school.

The day of action was planned to coincide with the crucial meeting of the 10 new school governors already in post, whose choice of three co-opted community governors would decide whether Mr Honeyford had a body of governors for him or against.

In the event, the existing governors, two Tory and two Labour, cancelled each other out as did the pro-Honeyford staff governors and the anti-Honeyford parent governors. Leaving Mr Honeyford's own vote to ensure the co-opting of three parent governor sympathisers to him.

Ironically, although Mr Honeyford's opponents complained that the previous governing body was un-

representative, under its rules the head was not considered a governor and had no vote nor authority to move resolutions. But under the new system, introduced only this term, the head has a seat on the governing body unless he opts out.

The school hall where the meeting was held was crowded, the result of the authority's policy of making school governors' meetings public, and uproar broke out when the result of the vote was announced. Police were called as demonstrators held up the proceedings for several minutes.

Mr Honeyford was suspended from April until September this year after a vote of no confidence in him from the school subcommittee. He was reinstated after a successful appeal to the High Court but that ruling is being challenged by Bradford City Council, which is using its legal powers to suspend him for the next few weeks.

More imagination needed to help unemployed

by Diane Spencer

The potential of education as a source of help to the unemployed is largely untapped, says a report published by the Further Education Unit.

Less than 5 per cent of those out of work are involved in formal education, it estimates. "If this figure is to be significantly increased much more sustained and imaginative efforts from educational providers are needed."

The manual provides a framework for the aims and content of education for the unemployed, advice on management of curriculum development and outlines five case studies of good or interesting practice.

However, colleges should avoid labelling provision for the unemployed too clearly as it could put them off, neither should they create a ghetto of jobless people who will then find it hard to reintegrate. And courses must be flexible in timing and enrolment.

The manual provides a framework for the aims and content of education for the unemployed, advice on management of curriculum development and outlines five case studies of good or interesting practice.

The manual is the result of a REF funded project, part of a Department of Education and Science initiative to support education for unemployed adults.

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Sir Keith Joseph... delighted

Merger sets pattern for boards

A merger between a GCE and a CSE board could set the pattern for the future, *Susannah Kirkman* writes. Other boards could soon follow the example of Oxford Delegacy of Local Examinations and the Southern Regional Examinations Board, who are planning to join forces once lawyers have drawn up their terms of association.

Some boards are clinging fiercely to their independence, insisting that the GCSE can be run within a loose federation of different GCE and CSE boards. But in a shrinking market, boards may be forced to amalgamate for economic reasons.

Mr Henry Mackintosh, the secretary of the SREB, sees the merger as the best way of safeguarding the interests of the board and its staff. He thinks the future of the GCSE could be uncertain, as it may be overtaken by other new forms of assessment like the Certificate of Pre-Vocational Education and records of achievement.

Through the amalgamation, the southern board will get the chance to participate in the development of basic skills exams and English language tests for foreigners, schemes which the Oxford delegacy has promised to base at the SREB headquarters in Southampton.

The two bodies will also be working jointly on the development of AS levels, and will continue to contribute to the GCSE within the Southern Examinations Group, one of the regional federations of boards responsible for the 16-plus.

Sir Keith Joseph is said to be delighted at the merger. He believes a reduction in the number of boards would reduce waste and duplication.

Susannah Kirkman reports from the Joint Matriculation Board conference in Nottingham

New syllabus cannot be halted, exam chief warns

The GCSE will have to go ahead once the syllabuses have been published in May, an exam board chief has warned.

Speaking at the annual conference of the Joint Matriculation Board in Nottingham last week, Mr Colin Vickerman, JMB secretary, said that exam boards would not be able to withdraw the new syllabuses after they had been published.

If Sir Keith Joseph subsequently decided to defer the new exam because of the teachers' action, the JMB would issue O level and CSE results on the GCSE papers, Mr Vickerman said.

The massive swing to one joint exam could not now be halted. Two in five of all JMB O level entries were now for joint O level/CSE exams, double the number four years ago, Mr Vickerman said.

The teachers' boycott of preparation for the GCSE has not had much effect on the new exam yet, Mr Vickerman told *THE TES*. The preparation of syllabuses is well advanced.

The Secondary Examinations Council has already accepted one syllabus, Classical Subjects, from the Northern Examining Association, and Mr Vickerman said he hoped the others would get through without too much difficulty. Seventy standard GCSE syllabuses are almost ready, and another group is being devised for TVEI students.

But Mr Vickerman recognized that the cooperation of the teachers, and that the situation would be "chaotic" if the teachers' dispute continued into 1986.

A teacher-examiner told the conference that the in-service training for GCSE, due to start next January, would fall unless teachers were committed to it "with their hearts and minds".

Other teachers suggested that Mode 3 syllabuses were becoming casualties of the dispute, while teachers might continue to attend exam board meetings or, indeed, conferences, most drew the line at preparing Mode 3 syllabuses.

Another problem for the GCSE could be the increasing competitiveness between the different examining groups. Mr Vickerman said the groups were struggling to hang on to their established clientele, as the GCSE regulations now allowed schools to choose syllabuses from any examining group in the country, instead of being forced to use their local boards, as they had been for the CSE.

Mr Vickerman hoped that the sharpened competition would not be reflected in less reputable marketing techniques, or in "cut-price exams with cut-price standards".

The deputy head of a Leicestershire upper school with 260 in the sixth form told *THE TES* that his school was unlikely to offer the new exam. "And if we don't, who will?" he asked.

Even with a large sixth form, the school would be unable to find the staff for AS levels, he said. AS level courses would take staff away from the Certificate for Pre-Vocational Education, and would also reduce the teachers available to take fourth and fifth year courses.

Nevertheless, the JMB is preparing a range of AS syllabuses, some of which will be adapted from the current AO and A level courses.

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Comprehensives still 'battling for survival'

by Hilary Wilce

Twenty years after comprehensive education started it is still fighting to survive.

Both direct selection, through the Assisted Places Scheme, and the remaining grammar schools, and covert selection, through graded examinations, vocational schemes and the fragmented nature of post-16 education, continue to threaten the comprehensive ideal, according to contributors to the fiftieth anniversary issue of *Comprehensive Education*.

The Journal, edited by Mrs Caroline Benn, asked educationists who have been involved with comprehensive education since it began, about immediate and long-term measures needed to develop the system further.

Many agreed that "making" post-school education less divisive is essential. "The ease with which young people are being categorized as 'academic sheep' or 'vocational goats' needs to be resisted," writes Ms Margaret Maden, director of Islington Sixth Form Centre, in north London.

Mr Peter Newman, chairman of the Commission for Racial Equality, writes that "The efforts now being made to provide a universally accessible training system should be enhanced and all such measures become the responsibility of a single education and training department."

Mr Fred Jarvis, general secretary of the National Union of Teachers, says that radical reform of the examination system is "the single most important factor in realizing in full the aims of comprehensive education."

But introducing Merit and Distinction certificates for the General Certificate of Secondary Education will kill any benefits of the new examination system.

Comprehensive Education, Anniversary Issue, No. 2, from 12 Holland Park Avenue, London W11 (orders over £10, £1 each).

Doctors concern on video 'nasties'

by Geraldine Hackett

The impact of video "nasties" on children is causing concern among psychiatrists and paediatricians, according to the results of postal survey's carried out by a research team for the Parliamentary Group Video Enquiry.

The enquiry - a group influential in pressing for the 1984 Video Recordings Act - says there is evidence that a great many schoolchildren have seen videos containing scenes of extreme violence.

Case studies, reported in the group's latest publication, *Video Violence and Children*, suggest violent videos can cause sleeplessness, bed-wetting and night terrors. One doctor cited the case of an 11-year-old boy who had been twice unexpectedly exposed to violent videos at a friend's house.

The child developed late night waking, crying and running into his mother's room. The child also became very frightened to be alone in his own home or visit the lavatory without a friendly adult. Symptoms persisted more than a year after seeing the films.

Of the 341 psychiatrists who completed the postal survey, more than half reported that they believed there was an association between their patients' symptoms and their viewing of violent videos. And of the 70 per cent of the psychiatrists who had asked patients about their viewing, 46.6 per cent had been told about a violent video that had influenced the patient's emotional state or behaviour.

More than half the psychiatrists surveyed said that they believed the effect of viewing violent videos was at least occasionally harmful or disturbing. A high proportion of child psychiatrists who had enquired about patients' viewing believed them to be

at least occasionally harmful. More detailed information was obtained from 11 psychiatrists. The survey found that a quarter of the patients had watched video "nasties". More than 28 per cent of this group were considered to have experienced "disturbing or harmful effects".

The group surveyed psychiatrists because the profession normally asks detailed questions about the influence upon the life of children in their care.

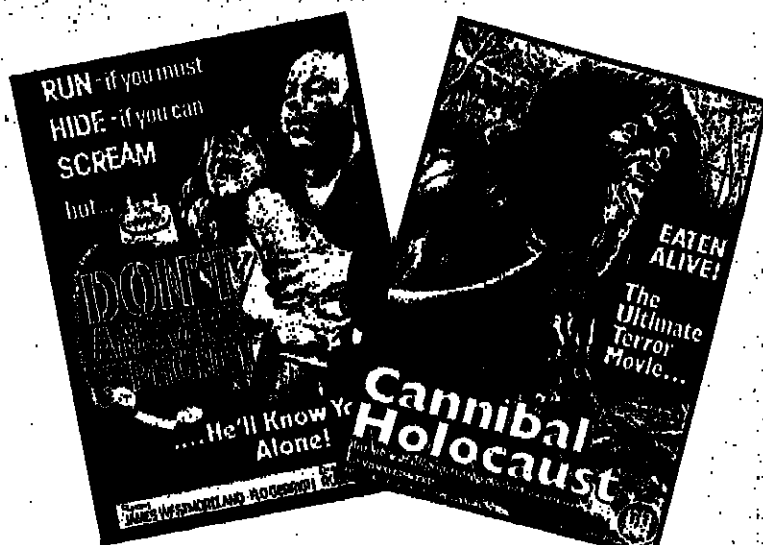
Researchers Andrew Sim and Graham Melville-Thomson conclude that "The 75 per cent of all the child and adolescent psychiatrists in England and Wales who responded gave a remarkably unanimous opinion that violent videos were frequently associated with the patients' symptoms in a deleterious manner and this material was generally harmful in its effect upon the children they saw."

The response from the paediatricians surveyed was lower - 38 per cent responded to the questionnaire. The vast majority of the 430 doctors believed that violent videos "were likely to be never helpful", while only 1 per cent believed that "nasties" were likely to be "sometimes helpful". Nearly one third of the sample did not comment.

Dr Clifford Hill, the director of the project, in his conclusion to the book, says the research has implications that "nasties" are harmful to children and should not be available for home viewing.

"We believe our evidence established a clear case for careful censorship and stringent controls upon video films available for the home viewing market."

Dr Hill calls for a review of existing law and its practice and interpretation.



CDT AND MICROCOMPUTERS

To the outsider, CDT appears an obvious area of use for microcomputers. The close relationship between the 'practical and industrial', suggest that if industry has adopted computers and IT then CDT should also. The actual situation is not that simple.

Current thinking in CDT is far removed from the skills oriented days of handicrafts, woodwork and metalwork. The skills and techniques in use by today's pupils are a means to an end, not an end in themselves. Pupils are involved in learning by doing, through tasks or problems, leading on to an understanding of the relationship between the skills and materials, and the capability to make the artefact.

The importance of good foundations

Dave Jobbings gets the outline straight

Don't believe that you must have programming knowledge and need not be put off by the jargon. The basic system you will need should consist of a microcomputer, video display unit (colour is not always essential), a disk based storage system and a good quality dot-matrix printer capable of handling graphics. The disk system is essential, as many graphics packages will require fast access to data.

Try to arrange that this system be mounted securely to a trolley and can be safely stored and covered when not in use. Mobility is essential, particularly if the resource is to be used in different locations, or shared with other departments. Your school may have a computer suite which can be used for full class use of programs but there is no substitute for local access in your teaching area. Dust can cause serious problems for micros so avoid prolonged use in those types of area.

Having access to a system is only part of the story: the acquisition of suitable software for it is essential. The types selected will reflect the courses, interests and ambitions of departments and individuals but do fall into three categories:

Graphics The most exciting area for CDT is the use of graphics packages for design and graphical communication. Most available packages are 2D oriented and act as utility packages. Much effort has been made by programmers to squeeze the best possible out of micro systems but don't expect fast moving 3D images from the technology currently available to schools!

Well tried and tested packages that are easy to use and effective in application are best to aim for. Avoid packages which require complicated routines for the entry of data and data manipulation. Some packages offer superb, graphic images but are difficult to master and cannot be readily used in the teaching situation. After all, the idea is to use the micro as an exploratory tool. Pupils should be encouraged to use their imagination and to try out alternative ideas. Aim for good value and ease of use.

The addition of peripheral devices such as joysticks, digitizers, tracker balls and graphics tablets improves the interactive use of packages. Hard-copy to either a printer or a plotter is valuable at any stage. This is particularly true in the integration of the form in both graphics and design as well as providing technical graphics capability. Many teachers find that the hardcopy produced from printers is unnatural, circles look digitized and lines set at angles lack crispness and clarity.

The General Conference ends in mid-November. Britain then has until the end of December to decide whether to buy or go.

(Linear Graphics) or the Penman plotter provide professional results and may provide one answer.

Technology CAM (computer aided manufacture) to most CDT teachers represents the unacceptable face of industrialisation. Within the context of CDT technology courses abound, and the use of robots and computer controlled equipment is relevant. Engineering simulations and stress analysis programs can provide sources for experimentation. Projects with a micro theme are particularly popular, eg, the design and construction of simple peripherals such as joysticks, digitizers, etc, and can be particularly relevant to the pupil.

CNC simulations can provide an introduction to important techniques used in industry. Programs such as COMPACT 5 (by EME) can simulate all the operations performed on the EMCO lathe and can be used as the testing ground for CNC programs. The final program can be transferred to the lathe for execution.

General Already existing in schools are many data handling packages that can be adapted for CDT. Databases like *Quest* or *Inform* can be used to store information on material types and consumable items in stock. Suitable files once created can be interrogated in the design stage with such questions as "what radius colored ladders could I use?" which metal will be most durable?" can use 25mm brass counter-sunk screws? Wordprocessors can be installed and used to write up the more advanced design analysis and 'sirs' worksheets! Design simulations can be used to explore different 'what if' scenarios, or used as a basis for general design education.

Whatever packages are finally selected for CDT use do plan their introduction as part of the programme of work. Demonstration of the package to whole groups is the best form of introduction to the micro. Monitor the use of the system to avoid over-zealous use by some individuals. Aim for a gradual build up of experience by pupils which will provide confidence and a feeling for the natural use of information technology in support of projects and CDT work generally.

Over the next few years expect many new developments in both hardware and software. CDT offers many pupils interesting experience in preparation for future life. The integration of the micro into your teaching is very relevant and is an additional motivational force in what is an interesting subject in its own right.

Dave Jobbings is head of IT for the Bradford TVEI Consortium.

The right tools for the job

Terry Gordon takes a look at what's on offer

schools. Though more comprehensive than its rivals, it is still expensive in cost/facilities terms, though ease of use is said to be very good.

Graphics The graphics area is being developed in a number of ways, but the 'mouse' (a small input device that moves across the table or similar surface, the relative movements being recognised by the computer) seems to figure greatly. I use the AMX Mouse package (£70.) and find it quite outstanding. The ease of use, and the range of techniques, appeals to teachers and pupils alike. All have found this package useful; I could see the mouse making a lot of young friends very quickly.

The Wigmore House *CadMouse* package, developed by Mike Flannigan at King Alfred's College, Winchester, is a cross between the drawing and the colour graphics packages. It offers a number of useful features, but is a little difficult to use at times, tending to induce fatal errors by the less experienced.

The most well-known of the graphics packages is probably the *Robocorn Bit-stick* (£350, or the improved version from Robocorn £750.). The Bit-stick is a complex joystick-like device: however the software is very friendly, with on-screen menus to assist the user. Complex ideas can be developed quickly. Again the high cost is a limiting factor, but for ease of use and comprehensiveness, this package is difficult to fault. I must say that I am looking forward to trying out the IBM-PC version on our IBM look-alikes, the Ferrari PCs50; the use of pull-down menus and windows is said to make the program simplicity itself.

Computers in manufacturing Manufacturing processes are being computerised, and so we see the emergence of computer controlled machines aimed at the school workshop. The translation from industry to school has not brought any improvements in method of operation, just a reduction in size.

Industrial practice in metal machining is to use 'G' and 'M' codes to program a machine with a sequence of instructions which will enable it to make an article. This has been carried over to the school machines.

Even though I have worked with two companies to produce better software for schools, I am finally admitting defeat! I have given up trying to program using such difficult to understand abstract codes. I would sympathise with each pupil who felt it would be easier to use the old fashioned lathe!

There must be a better way of getting a computer to control a lathe than this package also has a second part which explores 3-D input. Editing is a little tedious in both elements, but if used in an enlightened way this little package could be an aid to pupils exploring drawing techniques.

The costs, but not necessarily the quality, escalate quickly thereafter. Packages such as 3D-View and AB Designer tend to be difficult to use, with pupils spending considerable time learning the key strokes and little time creating drawings.

British Thomson has concentrated on the high value end of this sector, marketing complete systems aimed at FE and HE, but the recently introduced *Compas-Starter* (£450) is aimed at

as the ZX81 (yes, they are still around), pupils can undertake interesting control tasks. The small size of the ZX81 and its ability to run off a 9v battery allows the computer to become a dedicated micro-controller fitted to the device to be controlled. This is but one approach, and the ZX81 does not offer the flexibility of more recent computers, nor does it have a control language.

The ubiquity of Basic tends to reduce the need for programs dedicated to control, but recent offerings including Control Logo and the control language Bits have added considerably to the pupils' ability to undertake complex tasks in a structured and logical manner. Both are low cost and work with most interfaces.

Conclusions In general, more computing will be undertaken in CDT using non-specific packages: word-processing, data-base, cost calculations using spreadsheets. It is not necessary to list such packages here, suffice it to say that they are in use and becoming increasingly important in the work of the pupil.

The ease of use of the packages on offer needs to be improved in a large number of cases. I would recommend trying out the packages, particularly the more expensive, before buying. I know it is easy to say, and not so easy to do, but your LEA computing centre, or local MEP centre might be able to help.

The adoption of windows and pull-down menus is making it easier for the user to drive the software, but in some programs (often the most expensive) the user is forced to resort to a massive manual to undertake the most simple task.

Finally, I remain unconvinced that skills-oriented packages such as the common CNC lathe and to some extent the draughting package are what is needed in CDT. Perhaps we should adopt a critical approach to our computing, testing the programs against the objectives of CDT and being willing not to use the material that does not measure up.

Terry Gordon is General County Inspector (CDT & Electronics), Staffordshire.

About MEP and this advertisement

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in *The TES* to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of microtechnology to their particular specialism.

If you would like further help, then your local adviser is the first person to turn to. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

Computer control On the other hand, computer control is an area of rich reward. Using simple programs and low-cost computers such

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NEWS

Biddy Passmore on the Conservative conference

Sir Keith commits cardinal sin: an audience yawns

The incompetence that has marked the Government's handling of the teachers' pay dispute from the very beginning was in evidence again at Blackpool last week.

Informed sources had put it about that Sir Keith Joseph was to use the occasion of his annual speech to the Conservative Party Conference to announce a small but significant change in the Government's stance. Not a weakening of resolve, still less a cave-in, but definitely a hint of flexibility.

Those familiar with these annual party love-ins thought this an odd tactic. The Tory faithful don't want to be told about the details of a pay dispute. What they want is uplift.

Sure enough, the Education Secretary's speech was not a success. Despite his lack of rabble-rousing skills, he is normally one of the darlings of the conference. But Sir Keith was greeted this year with distinctly modified rapture, for he had made the terrible mistake of boring his audience.

Even before he got to pay, Sir Keith had come dangerously close to losing the conference's sympathy.

Having rehearsed - rather tiredly - the themes of previous conference speeches, he then told one of the

speakers, Mrs Doreen Miller, that she had "overstated and distorted her case".

That is like telling a Tory lady that her rinse is blue. Of course, when Mrs Miller had said that children were victims of a series of nonsensical educational experiments that had left a whole generation unable to read or write, she was overstating a little - but she was cheered roundly.

Nor did the Education Secretary endear himself by reminding his audience that he would need hard evidence of political indoctrination by teachers before bringing the law into play.

When he followed that with an extremely long history of the teachers' pay dispute, many of them must have nodded off. It is unlikely that they were jerked awake by the description of the Government's new flexibility on teachers' pay.

Then he said it looked as though the October 1st deadline for getting extra money into the 1986-87 Vote Support Grant would not be met, which meant

that the extra £200 million to pay for restructuring would not be released.

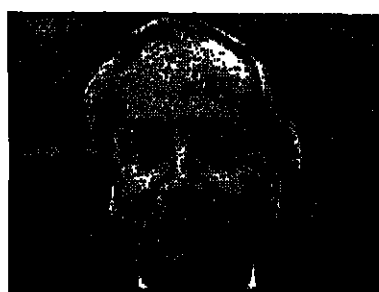
But just when the £200 million appeared to have been sucked back into the Treasury's coffers - and with the rest of the £1.25 billion - the Education Secretary indicated that it would still be lying on a shelf in the Department of Education.

Or, as he put it: "It may be, we must hope, that the conditions will be met later. If so, the Government would be ready to consider whether we could still approve any additional resources within the £1.25 billion envelope for 1986-87 and subsequent years. But the longer the lapse of time after the RSG timetable, the greater the difficulty of injecting extra money for the year itself."

Because part of the current disruption centred on midday supervision, which was different from other duties, Sir Keith said he was prepared to set aside now £40 million from within the £1.25 billion to cover the cost of it.

On careful analysis, the Government was making two key concessions. But so tortuous had been Sir Keith's prose, so low-key his delivery, that they passed most people by.

Discipline first step to law and order



Lord Young: revolution

'As much status as O and A'

Young people will leave the Government's two-year Youth Training Scheme with a qualification "that will carry every bit as much status as O and A today," Lord Young of Grafton, the new Employment Secretary, told the conference.

Winding up a debate on a motion that praised the Government's efforts to reduce unemployment - but urged that they be redoubled - Lord Young laid particular emphasis on youth training programmes.

The White Paper he had published last Easter was creating a "training revolution" for young people, he said. From next Easter, the two-year YTS would bring the country up to, and even beyond, our leading competitors.

The Government may issue guidelines on school discipline as a result of a review of best practice now being conducted by Her Majesty's Inspectors.

And the Education Secretary is to promote schemes in schools to combat juvenile crime.

These two initiatives, announced not by Sir Keith Joseph but by Mr Douglas Hurd, the Home Secretary, at the end of the debate on law and order, reflect growing Conservative disquiet about the role of schools in shaping children's attitudes to the law.

The motion for debate, which was carried unanimously, expressed the conference's belief that the teaching of "rights" without "responsibilities" was a major factor in the prevalence of crime and hooliganism and called for a major change in teaching methods as a vital part of a movement back to a "decent law-abiding society".

The one speaker who expressed support for "the 96 per cent of teachers who are the salt of the earth" - Mr Clifford Flisher, a retired headmaster

from Kingston upon Thames - was shouted and slow-handclapped from the rostrum.

Replying to the debate, Mr Hurd went some way to calming his audience by promising the creation of a new offence of disorderly conduct, aimed at punishing the gangs of hooligans who terrorize shopping precincts and housing estates.

He also announced, on the Education Secretary's behalf, that the forthcoming Education Bill would spell out the crucial role of governors and head in maintaining high standards and respect for the law (see page 6).

In addition, he revealed that Her Majesty's Inspectors were carrying out a wide-ranging review of best practice in schools on behaviour, attitudes to work and discipline including the use of rewards and sanctions. According to the Department of Education, this is likely to be published early next year. The Government may decide simply to circulate it to authorities and schools or may issue guidelines based on the report's findings.

Marks takes aim at subversion

An eight-point plan to tackle the "political subversion of education" was put forward by Dr John Marks of the National Council for Educational Standards at a fringe meeting organized by the Freedom Association.

The plan included a call for the Education Secretary to issue guidelines on political bias in the classroom and to give serious consideration to changing the law to prohibit indoctrination.

The guidelines should have been issued long ago, Dr Marks said, revealing an impatience with Sir Keith Joseph's failure to act on this issue which appeared to be widespread among his 100-strong audience.

Dr Marks also said parents should be given the right to withdraw their children from lessons with political content, as they already could with religious education, and to make a real choice between schools. He hoped that education vouchers would be part of Conservative policy for next year's general elections to the Inner London Education Authority.

lanced and voluntary and not for very young children.

The Government should also look at institutions which had proved to be training grounds for Marxist politicians, such as his own, the North London Polytechnic, and ask if they should continue to be funded from the public purse, he suggested.

He later made it clear that he was not proposing the closure of the whole polytechnic but of its "unsound departments". (Presumably these do not include the physics department, where he teaches.)

Dr Marks, whose research collaborator Baroness (Caroline) Cox was unable to attend the meeting because of flu, was speaking after the Education Secretary had stressed during the education debate the need for hard evidence of political indoctrination before he could take action.

Dr Marks' evidence included a booklet called *How racism came to Britain*, published by the Institute of Race Relations and available from W. H. Smith, and teaching material on Auschwitz which had been approved by the Inner London Education Authority. The latter was mentioned by

the Russian gulags and implied, he said, a link between Nazism and such measures as the Official Secrets Act and recent trade union legislation.

Speakers from the floor were anxious to cite cases of political bias but many of their examples appeared to be second-hand or inconclusive. One school governor complained that a man he had interviewed for a post as a history teacher had looked like a "strange brown middle-aged blue Brit" but had later turned out to be a great socialist, although the man to be drawn from this tale was unclear.

One man went so far as to suggest the setting up of "intelligence networks" on teachers who peddled wrong views but this provoked sharp intakes of breath and cries of "not on our watch".

Dr Marks said he felt a blacklist would be against their own principles. Lady Olga Maitland of Women's Families for Defence, whose dossier evidence on political indoctrination has been virtually dismissed by the Education Secretary, said she did know how Sir Keith had the "nervous agent" that parents complain to the school or local authority.

NEWS

Infants business venture praised in RSA awards

by Susannah Kirkman

An infants school which set up its own company to sell mugs has been recognized for Education for Capability in 1985 by the Royal Society of Arts.

Forsbrook infants school, near Stoke-on-Trent, is one of four schools to be cited in the RSA's awards this year. Children at Forsbrook borrowed £100 from the headmistress at 10 per cent to start their company.

Each child has 10 shares in the company and took part in elections for a managing director, and accounts, production and sales managers, chosen from their own ranks.

Two mug designs, selected from drawings by the pupils, were made at a local pottery and sold by the children at a 50 per cent mark-up.

Seven-year-olds are now able to talk "impressively" about design, production, bank accounts, VAT, interest and profit, according to the RSA.

The project has helped children with their spelling, counting, writing, painting and modelling, and has taught them how to chair meetings.

Life and social skills courses at two comprehensive schools have also won recognition from the RSA. Southbrook comprehensive school, on the outskirts of Daventry, runs a social venture course for its fourth and fifth year pupils which has been praised by the RSA for the "rich and varied" opportunities it offers.

Each pupil follows a series of nine modules, usually lasting six weeks, which include: survival skills, conservation, community study, and job search, application and interview.

Pupils have designed and made a letter for a local church, produced a play and made a video about life at the school aimed at prospective pupils.

The community studies course at Deeside high school, Clwyd, has been validated for O level and CSE by the Welsh Joint Education Committee.

RSA has recognized the course for reconciling "experiential learning strategies" with the O and CSE exam system. The two-year programme aims to help fourth and fifth year pupils cope with making decisions and taking responsibility.

Groups of pupils of varying abilities plan their own activities with a minimum of guidance from the staff. Tasks have involved visiting local agencies like the law courts or social welfare centres, community or works experience placements, designing displays and role plays.

The 14 to 16 curriculum at Countesthorpe College in Leicester has been praised for allowing students to take "full responsibility" for their own learning.

The pupils have to choose their own curriculum, negotiate their own timetables with their teachers, decide on their own projects within individual courses and agree on the standards they must achieve. The result, says the RSA, is students who are "competent, articulate and self-confident". Features: page 23.

Outlook gloomy in all areas of Ulster education

by Carmel McQuaid

A report to go before the Northern Ireland Secretary deplores "this dismal picture of need" portrayed in all sectors of the education services.

The report, by the Education Committee of the Northern Ireland Assembly, urges Mr Tom King, the new Secretary, to add an extra £17 million to the 1986-87 budget, simply to maintain the present level of service. For, it points out, in spite of the "deplorable situation" outlined in the 1983 inspectorate report, government expenditure policies have not significantly altered.

It follows the recent review by the Department of Education's Inspectorate of the effects of expenditure policies on the education system in Northern Ireland.

In particular, the Assembly committee draws attention to "the frank observations of the senior chief inspector that there are simply not enough teachers in the education system to provide the breadth and balance of curriculum that is necessary".

They also pinpoint the static level of the further education teaching force since the present government came into office, in spite of increased demand. Such anomalies, the report suggests, would be solved by bringing forward proposals for a system of curriculum-based staffing.

As inspectors have warned that Ulster must stem the deterioration in the fabric of many schools because poor accommodation will inhibit the curriculum, the Assembly committee called for an urgent review of capital provision to halt further erosion in schools.

The shortage of books in subjects which require regular updating, found to occur in 70 per cent of schools, is highlighted as "quite serious and unacceptable".

The government is also taken to task for the decline in teacher morale, judged by the inspectors to result from inadequate provision of technician staff.

Finally, the report impresses on the



Tom King government that the level of resources available for education in Northern Ireland should be comparable with other regions in the United Kingdom.

STOPP row looms over membership

by Richard Garner

A move to open full membership of STOPP, the anti-censorship pressure group, to non-teachers will provoke controversy at the society's annual general meeting tomorrow.

Under the plan backed by its present committee, the name of the organization would be changed from the Society of Teachers Opposed to Physical Punishment to the "Society of Those Opposed to Physical Punishment" and non-teachers would be given full membership with non-voting rights.

However, the move is opposed by one of the society's founding fathers, its secretary, Mr Colin Bagnall, who says the change would be "destructive".

He said: "Due to its title and membership rules, it has been able to speak not only with the conviction all its supporters share but also as a professional group with personal experience of running schools."

He is being opposed by Mr Martin Rosenbaum, who recently succeeded

the society's previous main spokesman, Mr Tom Scott, as STOPP's education secretary.

Mr Rosenbaum says: "STOPP has always said that whether physical violence should be part of school discipline is a moral issue. Non-teachers are as entitled to hold views on this as teachers."

STOPP this week wrote to Mrs Thatcher urging her to take a stand against "hooligan" teachers who hit pupils.

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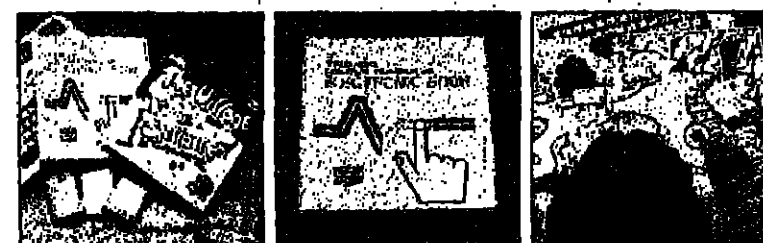
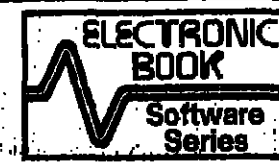
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PRIMARY

An awareness of language, including its grammar, pronunciation and dialect, should be encouraged in infant and primary classrooms, according to an expert in the science of language.

Addressing the British Association for Early Childhood Education, Professor David Crystal said children began to develop an awareness of the structure of language from as early as three years and they should be encouraged to stay interested in it.

Research showed that children with reading difficulties were often found to be poor at talking about language. In the early years, parents helped children's awareness by saying things like: "Don't shout", "Talk quietly", "How dare you talk to the vicar like that!" These early beginnings which were a commentary on language should be developed by teachers.

He was glad that books were coming along the lines of "grammar is fun" and that the modern attitude was to play games and enjoy language.

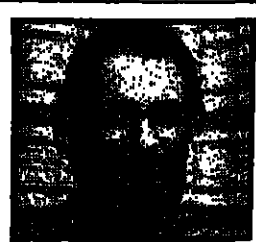
Six-year-olds, for example, loved to discuss jokes in class. "Why a joke is a joke; what makes it so funny? Children of this age love all that and they will discuss it very seriously."

Professor Crystal was until recently Professor of Linguistic Science at Reading University and is now an author and speaker with an honorary chair at the University of Bangor. He quoted the Bullock report of 1974 which said language competence grew "incrementally, through an interaction of writing, talk, reading and experience."

Teachers who continued to believe they were only in the business of teaching children to read and write but not to talk were wrong, he said.

Professor Crystal, who was addressing the annual general meeting of BAEE, described the "big breakthrough" around the time of a child's third birthday when he or she discovered sentences were not short things but could go on "forever". They had discovered the word "and" and other simple conjunctions like "cos", "so", and "then" to string clauses together.

By the age of 3½ the language of an average child was developing well, with much longer sentences. Of course there were lots of mistakes such as "You'd better not do that". Only a lunatic would criticize children for that



Teachers who believe they are in the business of teaching children to read and write but not to talk are badly mistaken, according to Professor David Crystal (left). Report by Sarah Bayliss.

Why every day should be speech day

and tell them that a double negative made a positive, he said.

At this stage children were beginning to learn about the irregularities of the English language. It was a sign of progress when children said things like "wented" "mouses" and "sheeps", they were not copying what they had heard adults say but were making important deductions. "They are splendid mistakes that show they are working things out for themselves," he said.

By the age of four most difficulties with irregular forms had disappeared although anyone who had taught for more than a day knew that some mistakes continued well into secondary school.

Professor Crystal said the acquisition of language started much earlier than most people believed and didn't stop until death. There was evidence to show that children were sensitive to their mother's voice while still in the womb. Long before the age of 12 months when they started to utter recognisable words, they had learned

to distinguish between different sounds and to imitate the rhythm and melody of conversation.

There were more than one million words in the English language but very few people knew more than 150,000. Most people knew only 50,000 and there was always scope to learn new words—technical terms, words used by different nationalities such as Americans or Australians.

Although the average child at five

If a teacher uses a sarcastic voice when telling a seven-year-old they are "brilliant" it is likely the child will take it at face value.

years had a good command of spoken language—its vowels, consonants and diphthongs—they often had trouble with the fricative consonants such as "f", "th", "sh" and "ch". Many children could not distinguish between



Head start: the "big breakthrough" in language comes at the age of three.

"chin" and "shin", "fin" and "thin" until they were around seven-years-old.

Clusters of consonants—such as in "glimpsed" or "twelfths"—presented difficulties up to the age of eight or nine.

Although melody and intonation began to be learned at an early age, it was also one of the last things children learned.

Intonation could fundamentally change the meaning of what was said. Sarcasm, for example, was lost on most children before the age of 10 or 11. If a teacher used a sarcastic voice when telling a seven-year-old they were "brilliant" it was likely that the child would take it at face value.

A well-known experiment had asked seven-year-olds to predict what the score of a football match was after hearing the first part of each score. "Even if they're football mad they can't predict the score from the tone of voice. Eleven-year-olds can."

"The way speech is organized—almost the grammar of the language—is not clear until 11 or 12 or even later," he said.

BAEE's AGM was held at Newham College, Cambridge and was attended by about 95 members. The meeting passed unanimously a motion from the London borough of Hounslow branch that BAEE should make strong representations to the DES about the urgent need for guidance on the retraining of secondary school junior teachers for the nursery and infant sectors.

With some discussion, the meeting agreed a motion from Guildford that BAEE should support adequate day care and extended day care for children up to the age of nine, a one-day conference on the issue being considered.

BAEE has recently moved its headquarters to Studio 32, 150 Tottenham Court Road, London EC2A 4SD (01-250 1768).

NAHT report highlights teachers' fears of maths

by Susannah Kirkman

Candidates applying for primary training should be warned that they will have to spend more than 20 per cent of their time teaching maths, and ought to undergo tests in the subject.

The National Association of Head Teachers says that negative attitudes in teachers breeds lack of confidence in their pupils. In its booklet, *Mathematics and the primary school*, published this week, the union suggests that some primary teachers find maths frightening.

When asked to jot down her attitude to maths, one teacher wrote: "Paralysis creeps through a bewildered brain; numbers, words flash subliminally across the blank screen. But nothing registers... fear, frustration and I am an alien, have no key to open the door."

The NAHT recognises that teachers who find maths difficult may be able to empathize with pupils in the same position, but says it would be much better if neither of them were in this

situation.

Successful completion of an initial teacher-training course should mean that teachers have overcome any inherent weaknesses in maths, the union insists. And in-service training should also be improved.

The union strongly supports many of the recommendations made in the Cockcroft Report, as well as in the HMI paper, *Maths 5 to 16*. It calls for a maths coordinator to be introduced in all primary schools, whose job should include encouraging a problem-solving approach and reviewing the teaching methods and equipment used in the school.

Parents must also change their attitudes, says the NAHT. Over-anxious parents can block new approaches by trying to seek security in formal, easily understood methods which they believe are the best preparation for public exams.

Teachers can help parents by explaining what they are doing at pe-

rents' evenings and by running workshops to show what happens in class.

Schools must make renewed efforts to improve continuity and liaison, particularly between primary and secondary schools, the NAHT paper says. A sudden change from child-centred, experiential learning to didactic, teacher-based methods can be "disastrous".

The union sees headteachers as the key figures in continuity, which depends on "goodwill, trust and dialogue". Feeder schools should have a common curriculum which picks out common objectives from a variety of schemes and the secondary curriculum should build directly onto this.

As for the children themselves, the report advises that their enthusiasm should be sustained by work which emphasizes the development of logical thinking. And pupils should not be turned off by repetitious pages of sums which get "boring and boring," as one young pupil put it.

Hi-tech revolution in basics—whatever that is

by Geraldine Hackett

The "basics" in primary education are being reshaped by technological change, an education forum was told last week.

Mrs Hilary Shuard, deputy principal of Homerton College, Cambridge and a maths specialist, told a primary education forum organized by *Junior Education* magazine: "The new basics in mathematics are understanding and thinking."

"New technology has altered the maths needed in employment. Technology can replace the skills that were once learnt by rote."

However, the panel of six at Warwick University disagreed on what is meant by "going back to basics".

Mr Den Dover, MP for Chichester and a member of the Conservative parliamentary education committee, said primary schools should concentrate on the basic skills of reading, writing and arithmetic. Questioned on what he considered to be "new-fangled ideas", he listed the initial teaching alphabet and modern maths.

Mrs Frances Morrell, the leader of the Inner London Education Author-

ity, said research studies had shown teachers put major effort into teaching and numeracy.

"The reality behind the ministerial call about 'going back to basics' was that they want teachers to do what they are doing now, with fewer resources and in lousy buildings," she said.

Mr Jack Jones, general secretary of the National Confederation of Parent-Teacher Associations, was critical of the way teacher-pupil ratios were presented.

He said that despite the figures given there were still primary school classes with 30 to 35 children. "We need a firm figure laid down for the maximum class-size, so that it doesn't depend on where you live," he said.

A priority for primary schools, according to Mrs Morrell, was the need to tackle the problem of why large numbers of working-class children begin to fall behind by the age of seven and have fallen further behind by the age of 11. She suggested school inspectors and teachers should draw up guidelines.

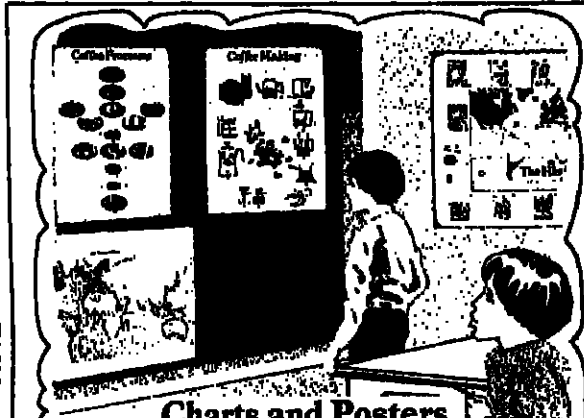


The renowned feminist exhibition, Judy Chicago's Dinner Party, on show in London recently, has been used as the basis for a major project by Netley School, in north London.

The original Dinner Party is a massive work celebrating the lives and achievements of women throughout history in embroidery and ceramic work.

After a class of third-year juniors visited the exhibition, they wanted to make their own dinner party.

They chose famous women subjects, including Florence Nightingale and Boadicea, and made appliqué cushions, collages, clay plates, and "hollow" cutlery and goblets. Pupils took part in associated projects, surveying the rela-



Charts and Posters



Videos



Slide and Viewsets



Booklets and Leaflets

Dropping playtime may help confused under-fives

by Sarah Farley

The abolition of official "playtime" could be a step towards helping confused four-year-olds cope with the alien world of full-time school, according to Ms Cynthia James, nursery and infant education adviser for Haringey.

Speaking at the launch of a new DES regional course, run by the Cambridge Institute of Education on behalf of the HMI's Eastern Division, she emphasized the importance of play as a learning process for four-year-olds.

"Play is so often trivialized by teachers and parents, it is set in opposition to 'work', but in fact it is the most effective way for children of this age to learn," she said. "To send them out to 'play' makes nonsense of what they are doing in the classroom. In reality, their period in the playground can be a torment, frightened by the rush and noise of the bigger children."

It was concern for the plight of four-year-olds attending school many months before their fifth birthday that led local authority primary inspectors in the area to propose the setting up of the new course.

Ms Norma Anderson, senior primary inspector for Cambridgeshire, said: "There has been a huge response from infant teachers wanting to attend the course. Over 100 are involved this year, but not everyone got a place and we are applying for another course next year."

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We make kettles, page 22

Susannah Kirkman meets a mother who has sent her spastic child to a mainstream school

Taking it all in his stride . . .

Sending her spastic son, George, to a mainstream primary school is one of the hardest decisions she has ever made, according to Mrs Angie Ogier.

"I was taking him out of an environment where they all knew and loved him, and sending him to a big school, where there are classes of 30 rather than groups of seven," Mrs Ogier explained.

George, who is now aged seven, started off at White Lodge, a Spastics

Society school where he had been receiving physiotherapy since he was 18 months old. George is not severely disabled, but he was unable to walk unaided until last year and has had a series of operations on his legs. He still finds stairs very difficult and walks very slowly.

A bright, lively child with huge dark eyes, George had a lot of encouragement at White Lodge, where each child is individually cared for and assessed.

But Mrs Ogier felt it would be wrong to keep her son in a cocoon. "I was worried that he would never learn to cope with the world," she said.

Mrs Ogier plumped for a close-knit, happy RC first school, which feeds into the middle school attended by George's older sister.

The school is mostly on one level, except for stairs leading to the music and television room.

Apprehensively, she went along to see if the headmaster would agree to accept George. At first, George's mother had the impression that the head was not sure about the idea. And when she attended a meeting for new parents shortly before George was due to start, she found that George's teachers did not know what was wrong with him.

Mrs Ogier's offer to bring her son to visit the school was turned down, but his teacher finally visited George's class at White Lodge, so that she could see whether the school could cope. Mrs Ogier did not want them to take George and then find they could not manage.

George described the first few weeks at his new school as "really scary" as he did not know any of the other children. He was very upset when boys teased him about his sticks and asked him why he needed them.



George Ogier (second from right) with friends at school.

Photograph: Martin May

Mrs Ogier tried to explain that children were bound to be inquisitive about the sticks, just as George had been when a friend of his had started wearing glasses. "There was no point in both of us sitting there in tears," she said.

George soon realized that he could lend his sticks out for guns in the playground and, swiftly, became accepted. George has become something of a television star to his classmates since he was videoed at the hospital to check how his walking was progressing. His friends also enjoyed writing on his plasters after an operation to lengthen his Achilles tendons.

Mrs Ogier believes George's presence at the school will help to dispel the other children's fear and ignorance of handicap. She herself recalls her own reluctance to speak to speech

therapists, before George was born.

Mrs Ogier is full of praise for the support the headmaster, teachers and pupils have given her son. Last summer, George took part in a rounders club organized by his class teacher. Everyone waited patiently while he took his sticks in one hand and a rounders bat in the other, steadied himself to hit the ball and then struggled round the bases.

In some ways, Mrs Ogier feels the staff make too many allowances for George, who tends to play up to sympathy. Yet she is dreading his transfer to middle school next year as she does not think George will be able to manage physically. The school is on several floors and George's fierce independence will make him reluctant to be carried.

The change will also be a psycholo-

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Last week's issue of *The TES* contained a two-page report on the GCSE draft grade criteria for geography

Use of terms

● **Domains:** subject areas. Each subject has been divided into at least three domains.

● **Levels 1 to 4:** Level 1 corresponds to grade F/G, Level 2 corresponds to grade E, Level 3 corresponds to grade C/D, Level 4 corresponds to grade A/B.

● **The draft grade criteria define what candidates must be able to do to achieve each level or grade in every domain.**

● **The criteria for French describe the levels of achievement as "areas of competence," and there are seven, not four.**

● **Aggregation:** adding up the points scored in each domain to produce a final grade.

● **In most subjects, successful completion of one level or grade in a domain entitles the candidate to one point, which goes towards their total score.**

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Accentuating the practical...

The draft grade criteria for the GCSE aim to ensure that the examiner is on the pupil's side. For the first time in public examining, candidates will be judged by what they can do, not on what they are unable to do.

The criteria attempt to provide a description of what any exam candidate knows, understands and can do.

The decision to develop the criteria was taken after Sir Keith Joseph's Sheffield speech in 1984, which called for "clear definitions of the knowledge of level and performance expected from candidates for the award of particular grades".

But working out the definitions has proved more complicated than Sir Keith anticipated.

The draft criteria for the first nine subjects have been published two months late, and it no longer

seems likely that any of the grade criteria will be ready to be incorporated into the first GCSE syllabuses, as Sir Keith intended.

The criteria will need to have extensive trials before they can be used in the GCSE. At the moment, nobody knows if the different levels of criteria actually match pupils' abilities. The working parties have been simply using their own experience to define the standard of criteria for grade F, for instance, which is supposed to correspond to CSE grade 4.

The grade criteria reinforce the practical emphasis of some of the national criteria, which have broadly defined what candidates should learn.

In maths, for instance, pupils should be able to "handle money with confidence in everyday situations", including making purchases, giving change

and costing materials for a job.

French candidates must be able to follow timetables, understand the weather forecast and make themselves understood to "sympathetic" native speakers. Examiners in French "need to be aware of the danger of talking too much," write instructions on using the French criteria.

The aim is partly to improve motivation. Success in a range of tasks at an appropriate level will help pupils to gain satisfaction and enjoyment from the work, suggests the introduction to the maths criteria.

Examining groups, subject associations, teachers' unions and local authority associations now have until early next year to comment on the draft criteria.

Susannah Kirkman

MATHEMATICS

Domains

1 Concepts, Skills and Procedures

This domain covers mathematical knowledge, skills and procedures together with their use to solve problems of standard types. It includes the use of appropriate mathematical terminology and symbols, knowledge of facts and skills, the performance of mathematical routines, the presentation of mathematical information and the use of all of these in tasks in which the approach to be used is expected to be clear to the pupil. It includes routine aspects of mental, oral, written and practical work together with the use of calculators and of measuring and drawing instruments of various kinds.

2 Strategy, Implementation and Communication

This domain is concerned with the ability to think mathematically and with the use of mathematical strategies and processes in situations in which the approach to be used is not immediately apparent. It encompasses the abilities of pupils to formulate and interpret problems, develop strategies for their solution, identify and collect necessary data and information, make use of relevant mathematical concepts and skills, evaluate and interpret results, draw conclusions and communicate these by oral, written or graphical methods. It is also concerned with the ability to reason logically and, at the higher grade levels, with the ability to work with abstract ideas, to generalise and to prove.

Grading System

a If the grades in the two domains are the same, this grade will be awarded overall.

b If the grades in the two domains are different, the overall grade awarded will be one grade higher than the lower of the two grades.

c If performance in concepts, skills and procedures is ungraded, but a grade has been awarded for strategy, implementation and communication, the overall award will be grade G.

d If performance in strategy, implementation and communication, or in both domains, is ungraded, the overall result will be ungraded.

Examples

A. Concepts, skills and procedures.

Grade F and Grade C
The range of mathematical knowledge expected of pupils who will achieve grades F and C is defined in broad terms by List 1 and List 2 in the statement of national criteria. The draft criteria set out in the following statements are intended to establish "boundary markers" which define the depth of treatment of the topics in these lists appropriate for pupils who will achieve these grades.

Grade F

Calculators should normally be available for use in the classroom both as calculating aids and as tools for use in investigational work. Pupils should be encouraged to work systematically and to make use of suitable checks. The criteria which follow apply to the use of calculators with which the pupil is familiar.

Use a calculator to carry out calculations which relate to a familiar context and in which the order of operations is clear, such as the cost of several items of shopping.

Demonstrate a knowledge of the ways in which positive, negative and decimal numbers are displayed; read a number displayed on a calculator; give results arising from a calculation to an appropriate degree of accuracy, such as to the nearest penny.

Carry out a calculation arising from a formula given in words, such as total cost = standing charge + number of units x cost per unit.

Apply simple checks, such as by repeating the calculation.

Arithmetic skills should not be assessed in isolation but within suitable applications or problems. Pupils should be permitted to set out their calculations in any way which is clear. They should normally have access to a calculator or ready reckoner, though

they may be occasions when they will be asked to perform calculations without them.

Pupils should be able to:

Read aloud, order and write down whole numbers up to 10,000 given in figures or words.

Describe simple properties of whole numbers up to 100, such as even, odd, square, prime; write down the square value of a square number not larger than 100.

Have mental recall of addition and multiplication facts up to 10 x 10 and of related subtraction and division facts.

Divide a two digit number by a single digit number in cases in which there is no remainder.

Select and use the appropriate operation (+, -, x, ÷) in problems requiring the use of only one operation.

Recognize negative numbers in practical situations, such as temperature, "loss": increase or decrease directed number in appropriate contexts, such as increase a temperature of -4° by 7°.

Add and subtract decimal numbers with up to two decimal places in the context of money or measurement.

Multiply and divide decimal numbers by the single digit number, multiply and divide decimal numbers by 10 or 100.

Make use of simple fractions, such as calculate 1/2 of a quantity or shade 1/2 of a simple shape.

Add and subtract simple vulgar fractions with denominators with are the same, or simply related, such as 1/2 + 1/4.

Convert a simple vulgar fraction to a decimal fraction.

Estimate answers by making use of simple approximations, such as 99 x 21 ≈ 2,000.

Grade C

Manipulate algebraic equations, change the subject of formulae such as S = 2πr(r + h), to h; 1/2 = 2πr/2, to 1; z = 1/2 - to z.

Remove, and insert brackets in algebraic expressions; order opera-

tions in arithmetic and algebra. Write down algebraic formulae of equations from written or spoken descriptions of a situation.

Use positive, negative and fraction indices in both numerical and algebraic work.

Relate scale factors to situations both two and three dimensional, such as an increase of length by a factor of 4 increases area by a factor of 16; volume by a factor of 64.

Carry out calculations involving the use of right-angled triangles as part of work in dimensions.

The work of Grade A candidate should also display:

a an ability to make clear, concise and accurate mathematical statements to make precise use of mathematical language and, on occasions, to produce short and elegant solutions;

b ease and confidence in the use of symbolic forms and accuracy in algebraic manipulation;

c an ability to work in purely algebraic form without concrete examples; and

d a capacity for logical thought and an appreciation of the nature of proof as a flexible approach to solving problems and carrying out investigations.

B. Strategy, Implementation and Communication.

Interpretation and communication. The pupil at grade F will be able to recognize when a solution to a problem for a reasonable outcome has been achieved;

interpret the outcome of the work done in the context of the original problem;

explain, orally or in writing, the problem, the strategy used and the outcome incorporating, where appropriate, visual forms of presentation including tables, diagrams, charts or models;

summarize the results and make some valid observations;

describe any patterns or interesting features resulting from the work done. The pupil at grade C will, in addition, be able to:

present results in an orderly way, orally or in writing, with an adequate range of mathematical language and symbols and incorporating appropriate visual forms, including graphs;

relate results to any sub-problem, where appropriate;

explain, limitations to the work done, any modifications or variations which might be made, how the work might be repeated to deal with related problems.

The pupil at grade A will, in addition, be able to:

give a clear account of the task verbally or in writing, giving reasons for the strategies used and explaining assumptions or simplifications which have been made; select the most appropriate method of communicating results, making effective use of range of results, making effective use of notation, diagrams, charts, graphs and computer output;

state results achieved and draw valid conclusions;

describe any limitations to the work and relevant further enquiries or extensions;

interpret the results from a mathematical model and describe any necessary limitations.

FRENCH

Domains

The French working party has divided the subject into four domains: listening, speaking, reading and writing. Each domain has seven "areas of competence"; the areas of competence one to four correspond to a "basic" level, grades D to G; the areas of competence five to seven form the higher level, grades A to C. To master an area of competence, candidates must score 70 per cent or more.

Within each domain, the working party proposes five dimensions on which grading will be based: roles, topics, settings, tasks and levels of performance.

● Roles

At basic and higher levels, candidates will be expected to show the ability to communicate effectively as visitors to a francophone country and when receiving francophone visitors to their own country. They will be expected to understand a wider range of social registers and styles than they can produce. They will be expected to communicate appropriately within the following relationships:

□ **Formal:** Communication with adults not known personally (for example, shop assistants, police, teachers, doctors).

□ **Semi-formal:** Communication with adults known personally (for example, friends' parents, hosts, neighbours, youth club leaders).

□ **Informal:** Communication with friends and acquaintances of about the same age or with younger children. Candidates will not be expected to cope with extremes of informality.

● Topics

The Working Party recommends that between 14 and 16 topics (that is, the total range) should be specified across the examination as a whole and that these should encourage both transactional and interactional tasks and language. In order to do this successfully, the topics chosen should relate to the interests and needs of the candidates (as specified in the National Criteria, para. 1.2).

Examples of what would meet the proposed criteria: personal identification, family, house and home, geography, surroundings and weather, food and drink, free time and entertainment, travel by train and bus, school, accommodation, shopping, relations with others, directions, holidays, lost property, services (for example, bank or exchange office, lost property, leaving things for repair and cleaning), health and welfare, the world of work and future career, foreign language, money, current affairs (involving, for example, the ability to read and understand newspaper articles on current affairs and some awareness of French culture and civilization).

One of the dimensions on which the grading is based is the range of topics with which candidates are expected to cope. There are three ranges of topics. At basic level groups should specify 10-12 (that is, the full basic range) of the total range for Areas of Competence 3 and 4. At Areas of Competence 1 and 2, eight (that is, the restricted range) of the full basic range would be specified. These eight topics should meet the guidelines specified in para. 4.2. There are thus three ranges of topics, that is:

Basic level: AoC 1 and 2 : 8 topics (the restricted range)

Basic level: AoC 3 and 4 : 10-12 topics (the full basic range)

Higher level: AoC 5, 6 and 7 : 14-16 topics (the total range).

● Settings

The Working Party strongly recommends that between 12 and 14 physical settings (that is, the total range) should be specified; they should encourage communication in public and private in the UK and in francophone countries, including the adult world and the media.

The following list of settings is presented as an example of what would meet the proposed criteria: home, town, public transport, café and restaurant, shops and market, school, private transport, post office, places of entertainment, country, seaside, private transport, public buildings, places of work, hospital, doctors and dentists.

One of the dimensions on which the grading is based is the range of settings

with which candidates are expected to cope. There are three ranges of settings. At basic level groups should specify 10-12 (that is, the full basic range) of the total range for Areas of Competence 3 and 4. At Areas of Competence 1 and 2, eight (that is, the restricted range) of the full basic range would be specified. These eight settings should meet the guidelines specified in para. 4.5. There are thus three groups of settings, that is:

Basic level: AoC 1 and 2 : 8 settings (the restricted range)

Basic level: AoC 3 and 4 : 10-12 settings (the full basic range)

Higher level: AoC 5, 6 and 7 : 14-16 settings (the total range).

● Tasks

In this context, tasks could be defined as "genuine or simulated situations containing the features of real communication, in which learners have to apply their ability to use language to achieve the objective inherent in the situation", for example, to obtain some information, to plan something, to apologize, in whatever medium is relevant. Accomplishing the task should involve learners in using language to overcome information gaps, react to what they have said or written to them appropriately and to display to the full their attainment of flexibility and variety (Report of Council of Europe Workshop 7B: Task-based assessment of communicative competence, p. 3, 1984).

The Working Party would emphasize that the tasks should be authentic and valuable outside the classroom and that they should be enjoyable and intellectually stimulating.

Some examples:
Finding your way - candidates should be able to:

Attract the attention of a passer-by
Ask where a place is
Ask if it is a long way (to a place)
Ask if a place is nearby

Understand directions
Ask if there is a bus, train or coach
Ask someone to repeat
Say they do not understand (where appropriate)
Thank.

School - within the full range at Basic level, candidates should also be able to respond to enquiries about:

How many lessons there are and how long they last
Break times and lunch times
Homework

School year and holidays
Opportunities and recreational or sporting activities, trips, etc.

Within the total range at higher level, candidates should be able to converse about:

Their future educational plans
Their opinions about school and different subjects
Their reasons for the opinions they express

● **Levels of performance**

The first aim of the National Criteria is "to develop the ability to use French effectively for purposes of practical communication". The Secondary Examinations Council Brief states that candidates must demonstrate "mastery" of specified competences. Each examining group must show how its mark scheme relates directly to the National Criteria and to the Grade Criteria.

Guidelines for defining acceptable performance are given, and each examining group will be required to produce a detailed account to show how these guidelines are to be met. It is considered essential that these details be available to all teachers, as part of the defined syllabus. It is also essential that mark schemes should allow candidates to obtain maximum credit without being, or performing at the level of, French native speakers.

Grading system

One point is awarded for each area of competence successfully mastered, that is where the candidate scores more than 70 per cent. All basic level candidates, ie grades D to G, must succeed in at least one area of competence in listening, reading and speaking. Higher level candidates, Grades A to C, must succeed at writing as well.

Grade	Points	Possible Elements
A	24-28	basic + 3 higher
B	21-23	4 basic + 2 higher
C	18-20	4 basic + 1 higher
D	14-17	4 basic
		(or 3 basic + 1 higher)
E	9-13	3 basic
F	4-8	3 basic
G	1-3	3 basic

Profiles which show exactly how each candidate earned the grade



awarded will be included on candidates' certificates, along with their overall grades.

Examples of areas of competence

Listening

Area of Competence 1 - time: 30-45 minutes.

Task:
To listen to, and understand, announcements, instructions and requests each of which will contain up to 30 words. A total of between 75 and 100 words in all.

Candidates should be required to understand the main points or specific details.

Areas of Competence 6 and 7

Task:
An unprepared conversation with the examiner. The setting of the conversation and the role to be played by the candidate should not, however, be given

any advance information about the topics to be discussed. The total range of topics at basic and higher levels defined by each group should be sampled.

Area of Competence 7

Task:
To listen to, and understand appropriate examples of any text-types included for listening in the National Criteria, ie announcements, instructions, requests, monologues, interviews and dialogues. The total number of words presented in this area should be between 300 and 330; all tests should contain approximately 150 words (see para. 10.4).

Candidates should be required to draw conclusions from, and see relations within, extended texts in order to fulfil an authentic communicative purpose. Tasks should be based on the total range of topics and settings defined in the group's syllabus.

Candidates' Response:
Candidates will be expected to perform 10 operations as specified in the task.

Speaking

Area of Competence 1 - time: not more than 10 minutes.

Task:
(i) a formal rôle-play (that is, stranger-to-stranger transaction) containing no unpredictable elements, for example obtaining goods or services.

(ii) an informal rôle-play (that is, an interaction between friends or acquaintances) containing no unpredictable elements, for example making a joint arrangement for use of free time.

Candidates' Response:
Candidates will be expected to perform the task in one of the restricted range of basic topic areas as defined in the syllabus (see paras. 8.6 and 8.7).

Initiate, maintain and conclude an exchange (that is, ask and respond to questions, and make statements or comments as appropriate).

Candidates' Response:
The candidates will be expected to perform the task using 100 or more words based on the total range of topics as defined in the syllabus. The text will be made up in the main complete sentences and will show clear evidence of cohesion and sequencing of ideas.

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TEB

Careers Diary

Twenty thousand UCCA application forms had gone through its Cheltenham headquarters by the end of September.

Twenty years ago this figure would have been well on the way to half the total for the year (58,000 in 1963-64).

This year it is a mere fraction of the 170,000 who are expected to apply. Some 2,000 forms a day are expected during the next few weeks peaking to 3,000-4,000 daily by mid-December.

Across the road at the Polytechnic Central Admissions System (PCAS) offices the operation has also started, although schools and colleges have always been slower to process polytechnic applications. This year a number of heads are already reporting that the PCAS scheme seems to have focused greater attention among students not only on polytechnic applications, but also on the place of polytechnics within HE.

PCAS has received a large number of requests for additional application forms and handbooks while the polys are reporting a rapid show of interest for prospectuses.

Even though the opening date for PCAS was September 1, they had already received their first 25 applications by mid-July, mainly from over-

seas applicants. Throughout September some 500 applications were arriving each day, a figure now approaching the 1,000 mark.

Some subjects and polys are very popular and a first-come, first-served policy will be operating in these cases. Poly applications, therefore, should not be held back until UCCA forms are out of the way.

In some arts subjects it has been reported that October applicants have received offers one point lower than later arrivals in November and December. As in previous years, accountancy, law, business studies and computer courses will again prove popular.

Engineering courses have received a boost in the past 12 months with the DES engineering and technology programme. The first phase, announced six months ago, provided additional places for 475 undergraduates. Phase two allows for a further 1,000 students starting courses in autumn 1986 and 1987.

Over both phases additional undergraduate places in the universities, in computer and electrical and electronic engineering courses includes Salford with 75; Glasgow 75; Edinburgh 70; Cambridge 70; Manchester 65; Sheffield 60; Oxford 50; and Imperial College, London 44.

In the polytechnics, in engineering and mathematics, additional places have gone to Central London 65; Plymouth 59; Kingston 46; Middlesex 38; South Bank 27; and Hatfield and Huddersfield 25 each.

Brian Heap

Courses

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Leicester Polytechnic

YTS funding splits youth work lobby and forces private sector £15 a week rent-a-trainee plan

Youthaid in key rift over training deal

Youthaid, the youth unemployment pressure group, faces the most serious crisis in its eight years' existence over its criticisms of the voluntary sector establishment attitude to the new YTS plans.

One Youth Training Board member has resigned from the Youthaid management council and other leading representatives of the voluntary agencies and youth bodies are backing her stand.

The row is over the allegation by Youthaid's director, reported in last week's TES, that the voluntary agency representatives agreed to a deal on YTS funding with the Manpower Services Commission without realizing that it would mean the loss of around 2,000 jobs for YTS staff in projects (and possibly in some colleges) and force the projects to rent out trainees to employers.

The voluntary sector negotiators are insisting that they fully understood the implications and that they secured the best deal they could in the circumstances.

Ms Vivien Stern, director of NACRO, the association for ex-offenders, and the voluntary sector representative on the MSC's Youth Training Board, has resigned from the Youthaid council in protest. She led the negotiating team.

It is clear that the negotiators' sensitivities have been deeply outraged by the suggestion that they were outmanoeuvred by MSC officials. But behind the quarrel is a deep rift between the leadership of the big voluntary organizations and Youthaid over the handling of the negotiations.

Youthaid's officials believe that the big agencies have not campaigned strongly enough against the MSC's plan to cut back non-employer places and its refusal to continue to pay their full cost.

Mr Malcolm Ryan, chairman of the British Youth Council, who is also a member of the Youth Training Board, told the TES that he fully supported Ms Stern and her fellow negotiators. "Vivien did a magnificent job in forcing the MSC to enter into negotiations in the first place," he says. "She managed to persuade the CBI as well as the YTC members of the board that there had to be some extra transitional funding to enable the existing mode B providers to carry on in the new scheme."

"She was aware of the difficulties that the smaller organizations in particular would still face."

"There is a great deal of anger in the voluntary sector at Paul Lewis's attack on the negotiators. The British Youth Council is reserving its position and will wait to see what transpires at the next meeting of the Youthaid council."

In her letter of resignation, Ms Stern describes as "irresponsible" the Youthaid bulletin article in which Mr Lewis criticized the negotiators and disclosed his calculations of the effects of the transitional funding deal. She denies that she and her colleagues had failed to understand its implications.

Dr Morris Kaufman, Youthaid's chairman, has replied pointing out that there is no dispute over the effects that the new arrangements would have.

Mr Lewis has offered Ms Stern a chance to reply to his allegations in the next issue of the bulletin, but meanwhile stands by them.

He says that if the negotiators were, as they claim, aware of the implications of the deal they did not explain them to a large meeting of mode B providers which they addressed at the end of last month. "The providers left without having been told that they would have to get rid of staff and put trainees out to rent," he insists.

Mr Lewis says that the whole row is diverting attention from the need to rally round to preserve mode B-type

schemes in the voluntary and by authority sector.

"Enough is enough," he says. "Mode B is being destroyed, and the voluntary sector cannot just stand and let it happen."

"Now that everyone agrees on the effect of the funding that the MSC offering, the urgent task is to persuade the Government to drop its plans away from the foundations from under the projects, most of them specifically designed to help young people in inner cities and more needed than in the light of current events."

Mr Lewis says that the projects' immediate risk are the small training workshops run by local bodies which cannot make the overall economy and staff reductions that the national voluntary organizations manage at a pinch.

"Unless they can find employment pay heavily for using their time and/or discover a generous benefactor they will simply go under," he says.

But fears that even the big agencies will find it difficult to go on under the new arrangements, will will find the voluntary agencies 50 per cent over the two years on top of the £1,320 per year premium also announced for all "special need" places are confirmed by the calculations being made by some big firms. Ford estimate that they will have to subsidize the training workshops at around £1,000 per trainee.

And Mr Andrew Smith, the chair of Sight and Sound, the office training organization, disclosed this week he is training youngsters properly in a garage where they will have to work for the services of the trainees in place with them for all but 20 weeks of the two-year programme.

Sight and Sound, which is aiming to train 3,000 youngsters at a time, hopes that they will all end up with externally-examined qualifications.

Both the Sight and Sound project and the voluntary project have depended on trainees staying on in a second year - a highly questionable assumption in the case of the projects which are likely to lose many of the youngsters to employer-schemes once they have received some basic training. And projects like training workshops are unlikely to be able to retain their trainees at all in the first year.



Vivien Stern... resignation

Leavers get chance to build future

Building employers have decided that all school leavers taken on for technician training under the new version of the Youth Training Scheme will be paid as employees from the start. They will begin by earning well over £40 a week and have a permanent job.

In effect, the house-building firms are upstaging the rest of the construction industry, dominated by the civil engineering giants, which last week announced with some pride that it hoped that all its YTS trainees would be taken on as employees; but not until the second year of training.

Until now only the electrical contractors have taken on all YTS youngsters from the start.

The building trade operates under the umbrella of the construction training scheme, which has always insisted that its YTS youngsters must train properly for one of the construction trades even at a time when that ran counter to the MSC rules.

Mr Derek Phillips, training director for the Building Employers' Confederation, says that the confederation has tried to get youngsters to start

technician training as ordinary trainees under the existing YTS scheme. But it found that the idea was not popular with either the youngsters or the majority of employers. Out of 2,000 leavers who entered technician training, only 500 were taken on under the Youth Training Scheme last year, Mr Phillips told the TES.

"So, we're getting rid of this nonsense of expecting youngsters with the high standard of entry qualifications we need to come in on the YTS allowance," he said.

"We also consider it very important that a youngster embarking on this kind of training should have the security of being employed in a proper job from the start."

Craft apprentices, however, will still spend their first year as ordinary YTS trainees before being indentured as apprentices in the second year.

Edited by
Mark Jackson

Forums urged for work experience

Local and national forums of teachers and industry are needed to sort out the mess over work experience, a conference involving both sides agreed this week.

Speakers described confusion between the different forms of work experience being offered in education and in MSC programmes, which said that many people were uncertain of what was actually involved.

The proposed forums, it was decided, should define the objectives for the different kinds of work experience required and develop property plans and coordinated arrangements.

Former Sheffield education director Mr Michael Harrison, now an MSC consultant on TVET, said that work experience was not desirable for all secondary pupils - some might be better with work simulation.

Serious vocationally-aligned work experience should be reserved for 16-18s in the YTS, non-advanced FE, and the comprehensive tertiary colleges of the future. It would be part of a modular and integrated system covering the whole age group, and should be assessed like other forms of teaching.



Guerrilla groups are still in action on the eastern border, as they were before independence, above.

Patricia Rowan on the dangers teachers face as community leaders

Revenge killings follow reports of rebel activity

ZIMBABWE

Teachers in Matabeleland are finding themselves the main targets of increasingly desperate dissident activity in the province.

As Zimbabwe heads towards a one-party state, with the merger talks between the ruling Zanu party and the opposition Zapu reportedly close to success, guerrilla groups are still in action on the eastern border of the province which is Zapu's traditional power base.

Particularly vulnerable are primary teachers in small village schools as dissident groups have moved over the border from their refugee camp in Botswana or from near the South African border.

Since teachers are traditionally accepted as community leaders, particularly in bush areas, the dissidents' first move is often to visit the village schools and denounce the teachers as sell-outs. If the teachers report this to the authority, which they are legally obliged to do, revenge killings follow.

The regional director of education for Matabeleland, Mr E B Kewadza has a thick file of such incidents in his Bulawayo office. It includes:

● On September 24 in Lupane, only an hour's drive from Bulawayo, a teacher accused of having intercepted a meeting to supply blankets and food was killed in his school, in front of the children.

● On September 7, a seven-year-old school child was killed by dissidents for reporting on their activities.

● On August 18, two armed dissidents came to the door of another teacher at night, took him outside, shot him in the chest, and left him for dead. He is now recovering in hospital and awaiting transfer to a job in town.

● At another school on September 11, an armed group ordered teachers and children to pile up books and furniture

in one room and set fire to it. When the whole school was burned down they burned teachers' houses as well.

● A few days later there was an 8 am visit to a school in the south, close to the South African border. Children and teachers were marched to the football pitch, ordered to strip and their clothes piled up and burned to ashes. The students were then given sticks and ordered to beat up the teachers.

● Early in August, a head of a school at Plumtree was away when they came to kill him, so the teachers were ordered outside and beaten up because they were flying the Zimbabwe flag.

Teachers face a double hazard for if, as government servants, they don't report known dissident activity they are liable to prison. Three secondary school heads were sentenced last month for assisting dissidents.

The teachers' best course of action is to apply to the regional director for immediate transfer to Bulawayo or elsewhere in the region once they have made a report. This is always granted. Their vacant places however nearly always have to be filled by untrained or newly-qualified teachers deployed from Harare headquarters.

Although fewer than 10 teachers have been killed this year and most of Matabeleland's 1,225 schools are functioning normally, the situation is having a wide effect on schools. When inspectors make school visits they have to check whether an armed escort is needed.

A recent national committee considering applications for deputy headships found plenty of competition for jobs in every other region but none for Matabeleland.

It is unclear whether the dissidents are from the extreme edge of Zapu, which denies any connection, or trouble-making groups from South Africa. Some accounts say it is only visits from the army that stir up their action.

Too many slices in the pizza

ITALY

Education is taking an ever-smaller slice of gross national spending in Italy. This year the country will spend about £10 billion - 7 per cent of gross national product.

Though the average per capita cost of education has gone from £30 in 1972 to approximately £190 in 1981, according to recent statistics, education's slice of the pie has decreased from 17 to 10 per cent of national spending over the same period.

Education Minister Franco Fauci announced recently that "although efforts will be made to avoid further

cuts in national spending, there was an urgent need to increase the taxpayer's contribution to education which today, she says, amounts to less than the annual cost of a Sunday ticket to the stadium.

The minister also stressed that while compulsory education (five years of elementary and three years of middle school) should be free of charge and involve a minimum of spending, even for books, secondary education was voluntary. It therefore, demanded a "deeper involvement" on the part of families who would need to pay more for it, through higher taxes.

Rita di Guiseppe

Minorities still lagging

UNITED STATES

Charlotte Beyers on a study of reading skills

American pupils of all ages are reading better than the pupils of 14 years ago, according to a major research study carried out by Stanford University.

The report shows, however, that Hispanic and black pupils continue to lag behind. The average 17-year-old from these groups reads only as well as the average white 13-year-old.

The report, by Professor Arthur Applebee and Professor Judith Langer, was published by the National Assessment of Educational Progress and presented recently to Mr William Bennett, the Education Secretary, in Washington.

The 1983-84 survey tested 112,000 students in three age groups - 9, 13 and 17 - in both public and private schools.

Despite the lagging behind of minority groups, some improvement in skills is evident. The proportion of black nine-year-olds with only basic reading skills dropped from 30 to 16 per cent, while the proportion of those with

advanced ability rose from 7 to 16 per cent.

Mr Archie Lippincott, executive director of the National Assessment, said the improvement in disadvantaged and in rural settings was impressive, but the progress in more advanced urban schools was erratic.

"We must continue our past successful efforts to improve the basic skills of disadvantaged children and increase emphasis on higher level skills for all

students," he said.

Professors Applebee and Langer said that 6 per cent of the nine-year-olds tested last year could not do basic reading exercises and are in danger of future school failure.

"Sixty-one per cent of our 17-year-old students continue to be unable to read well enough to learn what they should from a high school textbook. Four out of 10 of our 13-year-olds do not have the reading ability to handle much of what is studied in a 6th or 7th grade class," Mr Bennett noted.

The study did not test drop-outs. The Government estimates that more than one in four students who enter high school fail to graduate. Excessive television watching is strongly related to lower reading ability for all three age groups, Professors Applebee and Langer said. Many of the students surveyed watched more than six hours a day. However, the majority of 17-year-olds and about one third of the 9 and 13-year-olds watched less than two hours of television a day with some positive effects on their reading ability.

At all three age levels, children who come from homes with an abundance of books show substantially higher proficiency levels.

Higher scores from children who have books at home.

Books at home.

Best exam scores for 22 years

The results of the 1985 Scholastic Aptitude Test - America's annual barometer of achievement for college-bound high school students - have shown the biggest gain in a single year since 1963. Education Secretary William Bennett has looked upon them and found them good.

"Bravo," he said. "We begin to see here the impact of the reform movement of the past several years."

Dr Bennett's enthusiasm is justified, but the fact remains that the average test scores have still not regained their 1963 level. Then the result of the two-part examination was 478 for the verbal section and 502 for maths.

This year the corresponding figures were 431 and 475 - a combined nine points higher than 1984, but still 74 points behind the all-time high. The Scholastic Aptitude Test, set by the College Board, is scored on a scale of 200 to 800, with a combined math-verbal score of 1,600 being perfect.

It was the calamitous slide in SAT scores in the years up to 1980, when

they hit rock-bottom, which finally brought a public outcry for a massive overhaul of the American public school system. The progress of the reform movement is now largely measured in terms of how much the SAT scores have improved.

Yet the apparent progress is to some extent illusory. The examination is voluntary, and though it is usually taken by about one million students each year (about 37 per cent of those eligible), they are only those who intend to go on to university. SAT scores are a major factor in college admission. Thus it is not a measure of the achievement of schoolchildren as a whole.

In Mississippi, for example, where the school system is known to be struggling, students this year turned in unusually high averages of 489 on verbal and 528 on math. This obscured the fact that only 3 per cent of high school seniors who were eligible to take the exam bothered to do so.

This year's improvement - the

fourth in a row - ran across all categories for both males and females and in almost every geographic region. The most striking gains were among minority students, with Mexican-Americans and Puerto Ricans posting the highest gains, and Asian students leading the nation in mathematics.

But in this area, too, the results contain more sobering statistics. Black students still lagged more than 100 points behind their white peers in both reading and mathematics and almost 2,000 fewer blacks chose to take the test at all this year. This seems to indicate that black college enrolment will continue to fall.

"It is certainly reassuring to see that blacks are scoring higher on the SAT," said George Hanford, president of the College Board. "But it is disheartening to realize that fewer of them appear to be considering going to college."

Bill Norris

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New orbit for Star Wars debate

GERMANY

Bitter arguments about the teaching of peace and defence studies have flared again. Paul Bendelow reports.

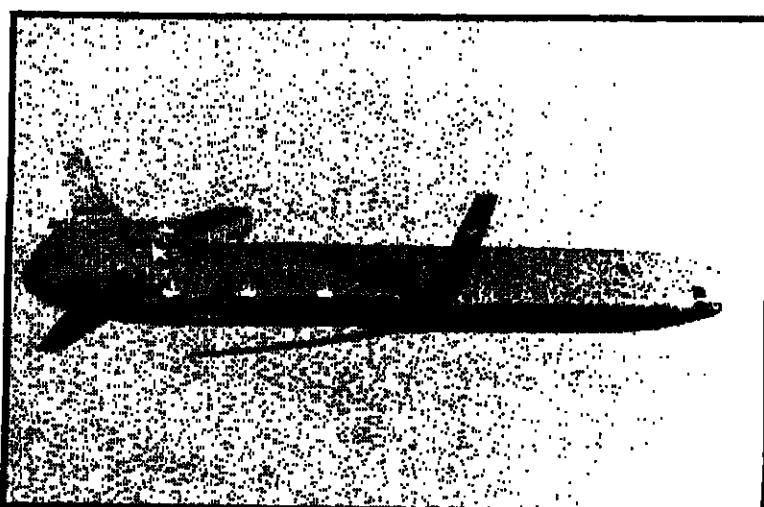
A public appeal for controversial issues such as the American Strategic Defence Initiative (SDI) to be dealt with in schools has rekindled the debate on peace studies which divides West German authorities into two camps.

Herr Joist Grolle, Hamburg's Social Democratic Education Minister, called on teachers to reject what he termed "the pedagogics of concealment" and openly discuss the Star Wars topic in their lessons.

Hamburg's Christian Democratic opposition reacted strongly to the appeal, which was made to mark the anniversary on September 1 of the outbreak of the Second World War.

It was "a scarcely disguised demand for political indoctrination", according to Hamburg's CDU Parliamentary leader, Herr Hartmut Perschau. CDU education spokesman, Herr Karl-Heinz Ehlers, called the appeal politically infamous and morally perverse.

Since the failure in 1983 of the country's regional education ministers to agree on common guidelines for the discussion of peace and defence issues in schools, the Right-Left split on the issue has become increasingly pronounced. CDU-governed states say peace studies should stress the role of the armed forces in securing peace.



Education or indoctrination? The classroom nuclear debate rages on.

The SPD believes equal emphasis should be given to both traditional and alternative concepts of peace maintenance.

According to the SPD declaration on peace studies, young people should be equipped to join the current debate on controversial defence issues. Teachers in CDU areas, however, are expected to focus discussion on concluded chapters of history rather than topics of immediate political interest.

In March, Herr Hans Schwier, the Social Democratic education minister of North-Rhine Westphalia, issued a ruling against "monopoly of opinion" in peace studies, calling instead for classroom discussion of varying standpoints, aimed at enabling pupils to

form their own opinions.

He said that 1985, as the 40th anniversary of the end of the war, was a fitting year for teachers to view commitment to peace as the most important lesson to be drawn from history. "Pupils must understand", he said, "that the pacifist and the responsible military serviceman have one thing in common - their commitment to peace."

A different situation faces teachers in Baden-Württemberg, where access to schools is granted to representatives of the armed forces, but not to those of the peace movement. Herr Gerhard Mayer-Vorfelder, the state's CDU education minister, is quoted as describing Herr Grolle's appeal as "pure GEW policy".

The GEW - West Germany's largest teacher union - has been active on the peace studies issue, initiating a European teachers' conference on the subject in May. In a reference to the sort of guidelines laid down in West Germany, Herr Dieter Wunder, the union's chairman, called on unions throughout Europe to help ensure teachers had adequate freedom in schools to develop peace studies.

"These should not be limited to one subject, but must be understood as a fundamental principle of teaching and education."

Responding to the accusation of wanting political indoctrination in schools, Herr Wunder said: "In questions of education towards peace capability, there can be no neutral stance. Yes, we are indoctrinating for peace."

The GEW, however, has been careful to avoid a one-sided view, declining to attend a national teachers' peace congress, held in Cologne earlier this year, because of fears that the militarization of society and education in the Eastern Bloc would not be adequately portrayed at the congress.

That the peace issue can become crucial for teachers was demonstrated in February when an art teacher in a CDU-governed Rheinland-Palatinate was sacked for belonging to the German Peace Union, a minority political grouping not banned as unconstitutional.

The incident lent momentum to those arguing that the "Radicals Ruling", which excludes from public service members of organizations judged to be opposed to West Germany's constitution, was being used against teachers holding other than orthodox views on the maintenance of peace.

Crisis in the three Rs

SWEDEN

One in four Swedish 11-year-olds do not write properly and one in 10 has similar shortcomings in reading or arithmetic, according to a recent, tentative survey carried out in Gothenburg.

The study covered 4,197 pupils in comprehensive schools around the city and revealed that about one third of those with writing problems are handicapped children.

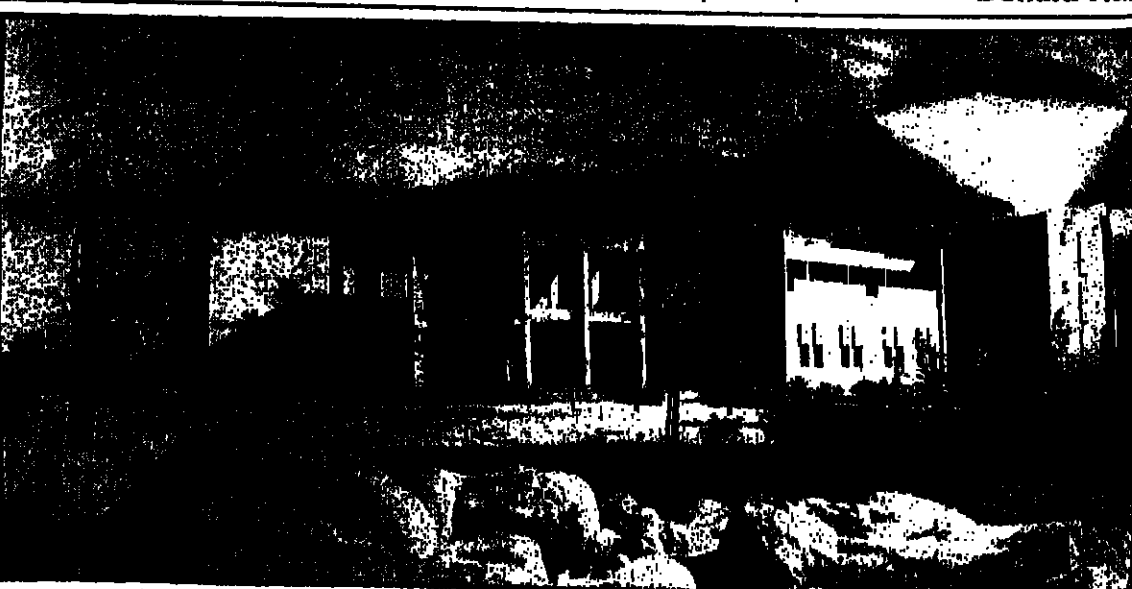
But researchers also noted that the performance of pupils varies with their social background. A high proportion of remedial cases had secure or broken homes.

The report urges the recruitment of special teachers and the establishment of specialized units to tackle the problem. It says that the rate was as early as 16 per cent of 3,300 pupils examined in the second form report special support in maths skills.

About 20 per cent needed remedial help in reading and 19 per cent in writing. The category included 7 per cent of immigrant children who had yet learned Swedish. But many Swedish children were also shown to be muddled poorly.

The revelations seem bound to intensify the debate between traditionalists who want more disciplines, examinations and reports, and "progressives" who welcome the egalitarianism of a comprehensive school and its personal accent on cooperation rather than competition.

Donald Field



The student residence block of the Sultan Qaboos University to be opened next September.

Christopher Horsley reports on how Oman's education system is developing with the help of British teachers.

Cementing links in the Gulf

Stronger educational links are being forged between the wealthy Gulf state of Oman, and Britain.

Oman's Ministry of Education in co-operation with the British Council in London, has started this year a pilot scheme to use teachers from Britain to improve the standard of English language teaching in schools.

In addition the first few arrivals in what is to be a large contingent of British lecturers have just started to settle in at the new Sultan Qaboos University, which opens to students next September.

Oman's education system has only started to develop seriously within the last 15 years. Before that there were no girls' schools and very few boys had the chance of an education. When the present ruler, Sultan Qaboos, took over in 1970 education was very high on his list of priorities. All Omanis now benefit from a free education programme up to university level with many promising students being sent abroad to further their education. But a lack of Omani teachers has hampered progress.

The number is increasing all the time with now about 10 per cent of the 1,000 English language teachers in Oman being Omani. The rest come from

Egypt, other Arab countries and Pakistan. Now a small number of teachers from Britain are being introduced in an attempt to raise the standard of English language teaching.

Two of the British teachers, Mrs Anne Chester-Jones formerly teaching in London and Mrs Elizabeth Brown from a Plumstead school are now at the largest secondary school for girls in the Omani capital, Muscat, where ages range from 15 to 20.

The brighter girls will be going on to the new Sultan Qaboos University, built by the British firm, Cementation, which was at the centre of a controversy about the involvement of the Prime Minister, Mrs Margaret Thatcher, and her son, Mark, in the awarding of the contract.

Tax-free salaries of those taking part in the scheme are in the region of £11,500 a year and accommodation is provided. The cost of living is higher than in Britain and salaries are paid in Omani rials.

At the Omani Technical and Industrial College there are also British teachers, and schools in the private system, which cater both for Omanis and the children of expatriates working in Oman have recruited teachers from Britain.

The big increase in British teacher staff will come, however, with the opening of the university, which will see the foundation committee doing with Omanis and advising on academic needs.

The university is a highly impressive structure. Apart from the modern library, lecture halls and residential accommodation there are three swimming pools, a supermarket, a bank and a large mosque capable of accommodating 2,000 people.

A new self-contained academic city has been created with its own shops, dry cleaners, telephone exchange and ancillary services. There will be both male and female entrances to lecture rooms and the male and female residences are at the opposite ends of the campus.

Since the aim of the university is to supply the nation with the immediate skills it needs the disciplines taught by the first students will be science, engineering, medicine, agriculture, education and Islamic studies. Research has been left for expansion and development at a later date. All teaching, except in the education and Islamic studies departments, will be in English.

Be warned: the moderates are now militants

Sir - The public might be interested to learn the real reason for the peculiar bitterness behind the teachers' industrial action.

In the early 1970s the secondary schools (many of them already comprehensive) were doing so well that 85 per cent of the pupils were staying on voluntarily until the age of 16. Instead of allowing this development to take its natural course, society said "Right lads; you can cope with the rest from now on; never mind if they are unwilling or unsuited to staying on."

Imagine a steel corporation which has developed processes enabling it to cope with 85 per cent of all types of iron ore, and is still researching methods to extend its range every further. Then it is ordered by government to utilize all ores, however unsuitable for processing, at once; never mind if they wreck the furnaces and ruin all the steel.

A company faced with intractable production or marketing problems goes out of business. The schools had to soldier on - and shoulder the additional burden of going comprehensive. Meanwhile, all of their raw materials became increasingly difficult to work with as television penetrated deeper into children's attitudes, and structures of discipline, honesty and respect crumbled in the adult world.

To add insult to these injuries, the Great Education Debate then got underway, and everything from the failures of British industry to the breakdown of marriages was blamed on the teaching profession. The idea grew that teachers were not just incompetent; they themselves were the rotten core in the apple of society. "I blame the schools" became the rallying cry.

How would you feel as an employer, if you received a phone call complaining that one of your employees had kicked his neighbour's cat and that you are personally responsible and that if you don't do something about it that shows that you have no standards and no wonder the country is in such a state if that's your attitude?

Any stick will do to beat the teachers with; and nowadays personal insults to teachers form the staple diet of staffroom conversation. Meanwhile, schools are deluged with paperwork on the subject: "If it moves, count it; if it doesn't, circulate it"; most of this is couched in a fudge of educational jargon which is an insult to our intelligence. In the good old days, County Halls got on with their jobs and left education to the schools; now they insult our experience by meddling in on the educational theory racket.

The conditions of service package, so dear to Sir Keith Joseph's heart, is regarded by teachers as the crowning insult to their integrity. The irony is that if this package were accepted, it would lead to a permanent work-to-rule on a monumental scale. Let's face it, teachers have been nagged for years to bring "real life" into the classroom; it's a bit late now to say "we didn't really mean it."

You don't believe me? Please yourselves. But the worms have turned, the moderates have joined the militants, and there is barely enough goodwill left to put on a Christmas party. Believe me, you ain't seen a worse yet! I contemplate the effects of the intensified industrial action, which are already starting to appear.

If I may be permitted a word of advice, it is this. If you have any influence whatsoever with Sir Keith, then implore him to drop the Conditions of Service package, and drop it quick; shelve it, if you like. I would also urge all political parties, in their next manifesto, instead of continuing to nag about low standards or lack of resources, to put forward positive programmes which will promote the restoration of respect for teachers and an end to their role as the scapegoats of society.

GORDON ROCK

Head
Duston Upper School
Berrywood Road
Northampton

Midday sanity

Sir - I am a class teacher in a middle school and I feel woefully bound to share a feeling or two.

First, having rediscovered the value of a child-free lunch break I for one intend to retain my new-found glow of midday sanity despite the eventual cessation of utilities. I also feel highly reluctant to ever resume my voluntary unpaid table tennis club.

Secondly, whatever the outcome of the current pay negotiations, I just bet the group which will remain relatively underpaid and undervalued will still be the good old classroom teacher. I mean the one who actually does the teaching and coping, the one in contact with pupils all day.

Have you looked at how much is intended to be spent on the brand new "teacher grade" in comparison, say, with heads? It may be sour grapes but it irks me that many already well-paid,

senior non-teaching staff, some of whom seem primarily occupied with climbing the greasy pole, are just sitting quietly having escaped the classroom, will benefit eventually from my sacrificial action in trying to get a better deal for teachers.

Thirdly, while I have no objection to being appraised by my teacher peers, I do object to the notion of being third-degreed by non-teaching personnel. I need to have respect for the teaching ability of those about to criticize me and I should need to know that my inquirers have current daily teaching experience.

Fourthly, (and I throw this one in as an optional extra), if our society wants a good efficient schooling system, I can reveal an instant way to success, viz. double the number of classroom teachers and classrooms. Consideration for your boredom forbids me from elaborating the long list of benefits.

Finally, it is really time we middle-of-the-roads stopped being such conciliatory mugs! We have to learn to limit our own over-flexibility and selfless concession. These qualities may be highly prized ethically, but they are a godsend for the piranhas who feed on our altruism.

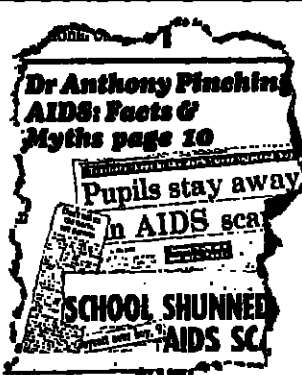
We must face the fact that the great chip-eating public has not respected us for our generosity, but has actually demoted us in status over the years just because of our apparent spinelessness in not fighting for our self-respect in the same way as other workers.

I say let the motto of quid pro quo, that which seems to underline this Government's philosophy, show us the way to resume our rightful place in society.

DAVID GEORGE

Hawthorn Cottage
Damgate Lane
Acle, Norfolk

LETTERS



From The TES, September 27

Guidelines

Sir - Luis Garcia's report (TES, September 20) on the development of guidelines relating to AIDS for education bodies in New South Wales is correct on a number of points: his summary of the content of the guidelines and his reference to my determination that in NSW schools and colleges AIDS will be treated as a disease and not a crime.

For the rest, he has his facts garbled. His assertions that the guidelines were "in response" to an "AIDS mini-hysteria in the state's education system" and that my hand was "forced" by media revelations of schoolchildren carrying the virus is way off mark.

In fact, the guidelines were the product of careful and lengthy deliberations by a working party which had finished its work and had the guidelines formally endorsed by the Minister of Health before the media-created "mini-hysteria" began.

Shoals of replies

Sir - On September 13 I placed an advertisement in The TES requesting applications from teachers for funds for small-scale curriculum development projects provided by courtesy of BP. To date I have had 330 replies.

AIDS points

Sir - I refer to the interesting question and answer page on AIDS (TES, September 27). It seems that the problems and discussions have gradually been directed to the problems of haemophiliacs in the younger age groups because of the publicity accorded to Scantabout School, Hampshire.

Many more questions need answering - to help cope with the problems and misgivings aroused, perhaps largely because of media hysteria. In your article the main thesis appeared to be that, while antibodies

might be present for life, there was little cause for alarm in normal school situations. In an interview on TV South Dr Anthony Pinching elaborated upon this point and stressed that he would not object to his own children attending Scantabout School.

What was not, and is not, answered is the basic question: what of current haemophiliacs aged 15 or over - to what extent are their sexual partners of whatever persuasion then at (serious) risk?

S F JOHNSON
2 Birinus Road
Winchester
Hants

was concerned to pre-empt a situation in which misinformation and panic could lead to the victimization of individuals or groups in our educational institutions. As it was, we were in a position to balance very speedily the misinformation and hysteria generated by the media through immediate distribution of the guidelines to all schools and colleges and, of course, the media.

The hygiene procedures specified in the guidelines are those deemed to be practical and effective by health experts. The policy decision not to exclude staff or students with the AIDS virus from our educational institutions is endorsed by our health authorities. The NSW education portfolio's guidelines on AIDS embody an approach which is both humane and responsible to the public.

RODNEY CAVALIER
Minister for Education
New South Wales

velopment work and, above all, their professionalism. ROY COOKE, Deputy Director, Centre for the Study of Comprehensive Schools, Wentworth College, University of York.

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Taboos on trial as sex lessons start

CHINA

In a major break with Chinese taboos surrounding sex, 40 secondary schools in Shanghai began sex education classes this month. The classes will be extended to 400 secondary schools in the city after a trial period.

The main aim of the People's Republic of China's first sex education programme, say educationists, is to teach about the physiological and psychological changes during puberty, and help youngsters avoid experiencing abnormal and unhealthy sexual practices.

To guide teachers, the Shanghai Centre for Research on Adolescence has published a manual on puberty problems.

The programme was implemented after a national conference on sex education in Shanghai last month. The conference, which was attended by hundreds of teachers and social scientists discussed such matters as basic sex theory, sexual psychology, sex education and morality in modern China.

One of the conclusions of the conference was that a reason for the continued rise in sex crimes among young people, and divorces on sexual grounds - which is as high as 25 per cent in some cities - was ignorance about sex and human relationships.

Until recently, sex and the study of relationships between the sexes were taboo subjects in China and any research was done with trepidation. However, the number of recent conferences, courses and lectures on sex and related social theory, with the introduction of sex education into the curriculum, indicates a change in attitudes.

Chinese social scientists generally tend toward the view that sex and sexual problems in China are closely related to attitudes, on love and friendship, and the legacy of an inhibiting feudal ideology.

Throwing off the shackles of the past and achieving a more open society is a theme which comes up again and again at student debates and forums. But the speed of change is clearly confusing many young people.

Geoffrey Parkins

LETTERS

FEATURES

Write on time

Sir - Ramon Thomas writes: "There seems to be a need for a reappraisal of the role of written work in educational practice" (TES, September 27). This appropriately, was written just as the newly launched SCDC National Writing Project began holding meetings around the country, discussing plans to meet exactly that need.

This new curriculum initiative sets out to discover how we can extend and develop children's writing and how we can help five to 16-year-olds to become competent and confident writers. Over the next three years, teachers, plus other members of the community in 20 local authorities, will establish working groups to look at different aspects of writing, from perceptions of writing to the use of word processors and from parental involvement to assessment procedures.

When I have been talking about the project, I have met three main types of reaction. The first, like that of Mr Thomas, questions whether all the writing that goes on in schools is worth while. Government surveys over the past 10 years or so have noted the vast output of writing in primary, middle and secondary schools. The fifth-year pupil who had written 200,000 words in six subjects over four terms was not considered, in the 1979 Secondary Survey, as an atypical school writer. But quantity may not reflect quality and reevaluation of what and why children are writing is necessary.

A second reaction tends to come from outside schools and usually goes something like, "and about time, too, writing standards are terrible". All the evidence (for example from the Assessment of Performance Unit suggests that this is not the case. Practically all children leave school able to write at least at a functional level. Writing is being taught in schools and most children enjoy writing.

But alongside these signs of success are findings that children don't expect to write much after they leave school; see spelling and punctuation as the keys to good writing and assume that writing is for teachers to check on their learning and not as an aid to learning itself.

The third reaction, from both in and out of schools, is, "What do you mean by writing? Do you mean handwriting or creative writing?" Revealed in the discussions that follow is how varied (and confused) our concepts of writing are and how rarely we talk about them to each other or to children.

Why, what and how much writing should go on in schools; with what attitudes and abilities should children leave school; and what changes need to take place in our designs for the writing curriculum are all questions to be investigated by the National Writing Project.

The findings from the many working groups should form a coherent picture of children's writing development, provide us with priorities for the writing curriculum and, we trust, practical ways of achieving them.

PAM CZERNIEWSKA
Director, National Writing Project
School Curriculum Development
Committee
Newcombe House
45 Notting Hill Gate
London, W11

Archer and jobs

Sir - Jeffrey Archer's recent pronouncement, "Many young people don't want to work," (TES, October 11) may, at last, see the downfall of this Government as there is a substantial amount of truth in the statement.

By the time they are 18, young people are totally disillusioned; training schemes which didn't get them a job, investigation by the DHSS and finally damned by society as layabouts.

The young people of this country may have been sacrificed on the altar of monetarism, but you will never kick out of them the capacity to survive and retain some self-respect. In inner cities and housing estates, a social order is developing where theft, blackmarket, drugs and moonlighting are the accepted system, indeed a way of life.

Jobs offered by the magnanimous employers at "slave labour" rates are treated with disdain; what protection the Wages Council gave is now to be disbanded. Police, DHSS and em-

Private offer

Sir - Mr Bruce McGowan, a spokesman for the private schools, advocates the expansion of the Assisted Places Scheme (TES, October 4). Presumably he proposes to take more of the brighter children from state schools. I wonder why? Is it for the benefit of children or the benefit of the private system?

I am a teacher in the state system and each year I have pupils who might have "taken advantage" of the scheme. Had they attended a private school would they have performed better than: up to 12 grades A at O level, four at A level including distinctions in special papers and then a place at the university of their choice, even Oxbridge? The difference would have been that another school and other teachers would have claimed credit for these achievements and would look better in the league tables compiled to attract the right sort of person.

Mr McGowan suggests that boarding is needed by some pupils "to offset disadvantage". Why then does the scheme apply to those who clearly are not suffering from disadvantage rather than those who do?

I would put forward a counter-proposal. In future, let the private schools offer places to pupils with learning and social difficulties. With small class sizes and vastly superior facilities, which are always improving, they are precisely equipped to help just these people.

P O GACSA
38 Pasture Hill Road
Haywards Heath
Sussex

Good words for oral assessment

Sir - I was glad to read the spirited replies from C D F Burton, Maureen Cooper, and not least Sir Wilfred Cockcroft to the somewhat defeatist article by Roger Knight on oral assessment (TES, September 9).

Of course we all agree that it is a difficult, variable, complex sometimes "unmanageable" subject, but that is all the more reason for giving it a central position at all levels of education. Many subjects can be marked with multiple choices, computers and precise numerical marks - gifts to examining boards. Creative essays and poems, the arts, musical composition; skills in human exchange and relationships, industrial crafts and inventions confound computer marking. Surely this heightens rather than lessens their value.

For 32 years, English Speaking Board examiners have listened to, and assessed, thousands of young people from 7 to 21 and hundreds of mature in-service adults. In every case the candidates present their own choice of subjects within a carefully graded framework. This means that the assessment is based on what each one has personally experienced, discovered, created, developed or researched. Thus self-learning, self-respect

Doubtful criteria

Sir - Yes, we have indeed had 20 years of experience in the assessment of "oral communication" at the level of CSE; and yes, Sir Wilfred Cockcroft is right to point out (TES, October 4) that such assessment has grown alongside a deepened understanding of the place of talk in learning. I do "trust the teachers" to form a professional opinion on how well a pupil communicates" (Valmal Wainhouse, TES, September 20).

What I do not trust is the idea of English represented by the national criteria. The depth of experience being what it is, does it not seem anomalous that Sir Wilfred speaks of

many teachers needing "further training if they are to move confidently into that area"? Most English teachers have been in "that area" for many years.

What, of course, they have not been trained in is the interpretation and implementation of those grade descriptions. It is their value and relevance that is questionable.

I notice that one of the responses you printed to "Speaking out" (TES, September 6) disputed the analysis of those descriptions. If, as I think, they are inherently suspect, no amount of "further training" will redeem them.

Nigel Green (TES, September 20) makes the vital point that talk is central to learning in any subject. To restrict its assessment to "English" (through

specially arranged "talks", "discussions", or "conversations") is to perpetuate the misconception that English teachers alone are accountable for the quality of their pupils' oral work. It is, moreover, to risk undermining rather than to profit from our best knowledge of the relationship between language and learning.

Some of the advice on the assessment of "talks" in the Northern Examining Association's 1986 syllabus is too clearly shows what happens when a "technique of assessment" controls rather than subserves learning. Teachers should be sensitive to the dangers of the poor candidate being sympathetically assisted by helpful questions. Is that the kind of sensitivity teachers need further training in?

Stress survey

Sir - The survey of stress among staff was carried out by an official of the NAS/UNW and head teachers were excluded (TES, October 4), which seems to suggest some bias. Mr Armes' questionnaire received 201 replies - which could represent merely four or five upper schools, or were only NAS/UNW members contacted? 28.7 per cent thought their headteacher was a major source of stress - hardly a majority, Mr Armes!

I suspect that if heads had been questioned, virtually 100 per cent would have stated that class teachers were a major source of stress. How ridiculous and emotive conclusion that heads "regard their class teachers as one more, often heavy, burden".

M CLARKE
Headmaster
50 Main Street
Medbourne
Market Harborough
Leicestershire

FEU resources

Sir - While sympathizing with Ronald Sonnet (TES, Letters, September 6) about the problems of keeping up to date with curriculum innovation, I must qualify his statement that "the DES has now withdrawn the free issue of essential Further Education Unit in-service training documents".

It is true that a recent decision to cut FEU funding will reduce our capacity to disseminate information. With an output of more than 30 major titles a year the FEU has found it increasingly expensive to maintain an extensive backlist as well as supplying all publications on request. This has led us to an agreement with Longman who will publish certain titles on our behalf.

More than 3,000 copies of all new publications from the FEU (including those published by Longman) continue to be sent, free of charge, to every FE college and polytechnic as well as many other bodies. Unfortunately we have neither the remit nor

Sum and substance

Sir - P B Coleman's letter (TES, September 13) brings again to the fore the discrepancy between the results given for English and mathematics arithmetic at CSE and OCE O level.

The figures quoted from the Cockcroft Report, and graphically displayed on page 38, are only for 1977 to 1979. They show a constant situation for the award of grades by percentage of population for English and a slightly changing one, more into the red for English, for mathematics arithmetic. Does this continue? Are the percentages of pupils awarded each grade now the same for mathematics arithmetic as for English? Has anyone done any further research?

Having compared the mathematics and English results in my own school the difference appears still to be as wide as back in the pre-Cockcroft days. With this discrepancy is it surprising that there is a lack of mathematicians?

G H MIDDLETON
Wilshech
Cambridgeshire



We, in the English Speaking Board, applaud the move towards a compulsory oral component in the GCSE. That it is limited to the English syllabus is regrettable but predictable. Some day there will surely be a realization that there are many subjects and many kinds of intelligence which are better evaluated through oral exchange and demonstration.

The English Speaking Board recognizes that oral education begins before school starts and that vocal speech patterns are set in the early years. Fifteen to sixteen is a self-conscious age (unless oral confidence and competence inform all the present curricula) and it is certainly wrong time to introduce oral assessment.

However, if the formal acknowledgement of oral skills in education improves the quality of teaching (as there is no justification for any one which does not) then the whole curriculum will benefit from more thorough provoking and vital learning teaching.

Our English language is our rich possession and indeed a major agent of change. We could learn our lessons as well as the arts, "The English Language is to Britain what the sun is to Spain".

CHRISTABEL BURNISTON
President of the English Speaking Board
32 Roe Lane
Southport
Merseyside

To give some sort of description of student's powers and achievements in the spoken language in school does indeed seem to me to be "worth the effort". However, a description deriving from students' performance in "oral communication situations" and governed by those spurious grade descriptions, is hardly worth having. Sir Wilfred Cockcroft wants further training to "be effective". If our aims are wrong and our instruments too crude for our purpose, the cost in misdirected energies will be very high indeed.

ROGER KNIGHT
Senior lecturer in education
Leicester University

the financial support to ensure a similar distribution to schools.

FEU remains committed within its limited resources to disseminating information as widely as possible and we believe that the arrangements to publish some titles continue in print than more titles to remain in print than would otherwise be possible and still ensure a wide free distribution. I assure a wide free distribution. I assure a wide free distribution. I assure a wide free distribution.

ALASTAIR THOMSON
Further Education Unit
Elizabeth House
York Road
London SE1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Listening to the customers

When it set out to review its special education, Derbyshire took the brave step of asking parents what they thought of it, Sarah Farley reports.

Talking to Matlock is not the title of an avant-garde play but a comment from the parent of a handicapped child, responding to the "What did you find helpful?" section of a questionnaire sent to her by Derbyshire local education authority. For the county council's headquarters are at Matlock, splendidly housed in the old Spa Hotel, where the education committee and its advisers debate the future of children who are deemed to be in need of special education.

Some parents, anxious about their child, may have been surprised that Matlock was keen to talk. Even more surprising was the invitation, issued last year, to put down their impressions, good and bad, of the procedures involved in assessing their child's needs. The Review of Procedures, incorporating the views of parents, teachers, educational psychologists, voluntary organisations and others has subsequently been published.

"We wanted to find out what everyone thought of the way the 1981 Education Act was being implemented," said chairman of the education committee, Mr Geoff Lennox. "We knew it was right by the letter of the law but how was it coming over to those close to the children?"

The authority was relieved to discover that in general feeling the procedures were being handled fairly well. Special needs is an area of education that has been embraced by successive

'Marvellous and very kind' or 'cold, ill-informed and unhelpful'?

councils, both Tory and Labour. Currently, Labour is allotting considerable amounts of money - £13¼ million - to the cause. To have had its bluff called and been put in the position of having to reorganise completely would have been disappointing, to say the least.

A 10 per cent sample of parents was drawn from over 1,000 families with children who between them covered all kinds of special needs from pupils requiring an ordinary curriculum with welfare support to pupils with multiple physical or sensory handicaps. The sample included children from primary and secondary mainstream schools, 27 special schools, 33 special units, out of county schools and pupils receiving home tuition.

The decision to include parents in the review is in accordance with Derbyshire's maxim that if the parents are not happy, it probably isn't going to work. The interest seems to be mutual. Of the parents sent the questionnaire, 84 per cent replied. As no means of identifying parents was included on the form (to encourage critical opinion), they could not be chased to return it and Derbyshire were surprised at the high response.

In outline, the procedures parents were being asked to comment on develop as follows: after it is recognised by a teacher, parent, doctor or whoever that a pupil is experiencing difficulty, the first move is for the parents and school to talk. Many problems are resolved at this stage. If this does not work out, the head teacher refers the matter to an educational psychologist who prepares a preliminary report. A statutory 29 days can elapse for parents to discuss the report with the professionals involved before agreeing to a multi-professional assessment (MPA). Once the assessment is completed, new provisions are made for the child (again, with the parents' consent) and are regularly reviewed.

The parents' remarks must make interesting reading for teachers and educational psychologists in Derbyshire. After patting themselves on the back for such comments as "The head and her teachers were marvellous and very kind" do they feel and wonder if they were the educational psychologist described as "cold, ill-informed and unhelpful"? The order in which professionals ranked as being key and helpful people was: educational psychologist (85 per cent), head teacher (53 per cent), class teacher (47 per cent) and family doctor (32 per cent).

A criticism that threads its way through the review, but is especially noticeable in the parents' section, is that the paperwork is too complex and is insensitive to parents' qualms. Derbyshire was rather upset by this as the documentation was one area where it thought it had got it right. It was



Derbyshire accepts that a commitment to special needs is expensive but hopes to provide yet more staff and money.

dismaying to find such comments, describing the letter requesting permission for assessment, as: "cold, formal and difficult to understand", or "We found it all right but felt that some people would feel lost or upset by it because it can be very hard to accept that your child needs special education".

Although two-thirds of parents felt this letter was "clear and helpful", the remaining third were sufficiently disapproving to persuade the authority to re-write the letter accompanying *Information for parents* leaflet.

"Being able to talk to people who understand something of our concerns" was a common note of a satisfied customer but in contrast there were some sour ones: "This assessment still hasn't told me what's wrong with him", "More regard to parents' views - no amount of professional training can give the feeling of despair a parent experiences before the problem is identified".

In any authority where there have not been any higher appeals against an assessment for special education needs, one would expect the majority of parents to be satisfied with their child's assessment. While 66 per cent were pleased with that part of the procedure, 58 per cent thought the total service "very good", 24 per cent "good" and 17 per cent "average". But a frequent plea that emerged (and echoed in other parts of the review) was to "speed things up".

The length of time to sort out a solution for a child can seem inordinately long to parents. "When the new procedures started, it took an average of three and a half months for an MPA", said Geoff Lennox. "Now we have got it down to 10 weeks. Eight weeks is about the minimum. The legislation demands that amount of time but we also feel that any less would appear to be imposing a decision on parents without adequate consideration."

But slowness is not the only fault. Other parts of the procedure are too hurried: "Educational psychologists should spend more time and get to know a child. It takes a long time to gain the

confidence of any child", states one parent.

At present, Derbyshire employs 27 educational psychologists some of whom are part-time. Another 12 are to join the team to try and relieve the pressure. Geoff Lennox and his committee are well aware that their commitment to special needs is an expensive one. "At the moment we are just meeting our legal requirements but we'd like to bring in greater improvements, especially in the preventative area, and that means more resources, more staff and more money," he said.

Voluntary groups and charitable organizations were also invited to comment on Derbyshire's performance. Conflicting with the desire for less paperwork was a request for more information about parental rights and the procedures. The groups felt that "the local education authorities are having to implement a new complex procedure of statementing without adequate financial

provision" and queried whether the authority "will be able to provide for all the needs of all these pupils". And what stories lie behind the remark that "The education department is not totally assessing the problems of a child unless the parents push hard?"

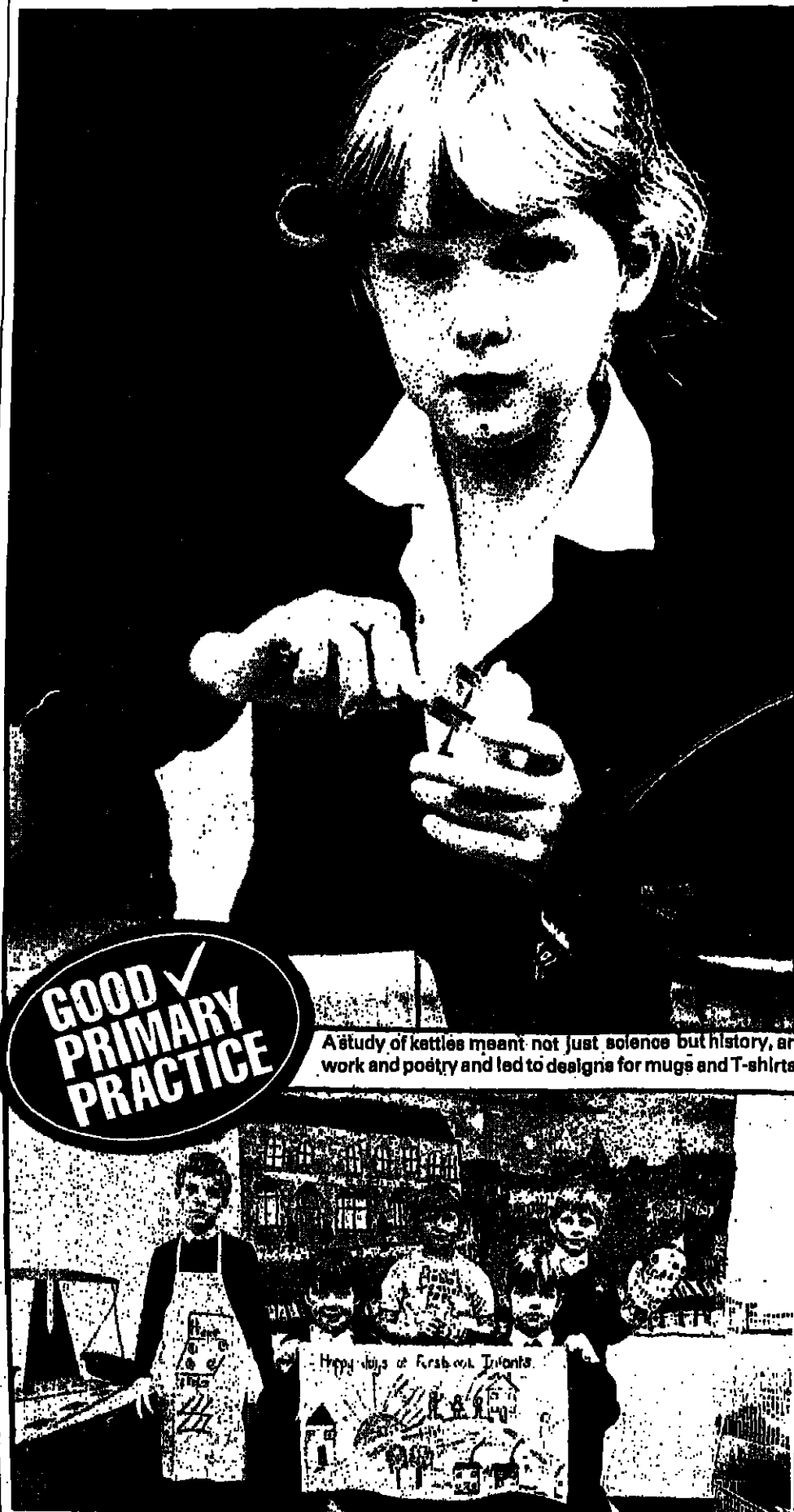
Recognising that some parents find it hard to follow the MPA procedures on their own, Derbyshire is supporting the idea of "Befriending". A named person, be they family doctor, class teacher, or member of a voluntary group, is chosen by the parents to help them through the forms and official visits, giving them reassurance that they are not signing away their rights to their child.

What has Derbyshire learnt from its review? "A good deal", says Geoff Lennox. "We can see more clearly where and why there is dissatisfaction, and how the money should be spent." In the context of special needs education, it seems from the review that parents are a force to be reckoned with. Once asked their opinion, they are unlikely to stop giving it. What, one wonders, would be the impact in Britain if other authorities were brave enough to follow Derbyshire's example?

'Not totally assessing the child unless the parents push hard'

FEATURES

Sarah Farley visits a Stoke-on-Trent infants school that transformed its teaching and this week won recognition under the Education for Capability scheme.



GOOD PRIMARY PRACTICE

A study of kettles meant not just science but history, art work and poetry and led to designs for mugs and T-shirts.

We make kettles

children had shown interest and understanding of their own jobs.

Enthusiasm for the project work is not allowed to override the basic requirements of infant education. The autumn term is devoted to "bread and butter" work; setting down the class and making a good foundation," said headmistress Dorothy Hale. "And when the fun begins during the spring term, the children still have to keep up their high standard of mathematics, grammar and writing." Shirley Fitzpatrick explains: "We do project work for a few days and then stop to concentrate on, for example, mathematics. I try to leave the project with questions unanswered, like a serial, so the children are eager to return."

An offshoot from the "We make kettles" project

has been investigating how a company operates. Using "The Mini Co Kit" (Longmans), the children learnt about shares, profit and loss, bank accounts, interest rates and the stages involved in establishing a business, including research, design, production and marketing. In a remarkable exercise that will be remembered as vividly by two managers from Staffordshire Potteries as by the children, the production process for two paper flower companies was simulated over two days, with the Staffordshire Potteries recruits acting as managing directors, ably assisted by children elected into the roles of sales, accounts and production managers.

"It was incredible to see how the children understood themselves in the whole enterprise," said Chris Moore, who now takes the other half of

the third year and has adopted Shirley Fitzpatrick's approach. "They reacted in such a responsive and enthusiastic way. I heard one boy, acting as a buyer, dismiss a company's flowers, saying 'I like the design of those ones much better. That really sets the design teams going!'"

With the Staffordshire Potteries contingent came their real-life union representative, health and safety officer, armed with his temperature and noise meters. At one point the heat generated by frenzied activity, topped the legal limit. The workforce children were all for a walk-out but after discussing more positive action with the shop steward, they agreed to have talks with management - and open more windows.

That evening one boy told his parents about his "really important job". He has been responsible for colouring in flowers and recounted that if he had made a slip, they wouldn't have been able to sell that flower. Parents were being drawn into the projects, through their children's interest, through open nights, and by coming to tell the children about their jobs as engineers, secretaries, wages clerk or artist.

Visitors, too, were involved. The children's desire to learn about ceramic design coincided with a visit by the chief designer from Staffordshire Potteries. He had intended merely to observe but found himself explaining the design process to a class of seven-year-olds. He later expressed surprise that the children not only understood the technical terms he used but confirmed their knowledge by repeating the terms back to him.

"We make mugs" escalated into the children setting up a company, on their own initiative borrowing £100 from the headmistress at 10 per cent, and all buying the 10p shares. Each child designed the decoration for a mug. The designs were then put to the vote - all the children in school, teachers, helpers, parents and visitors were asked to express their preference. The designs with the highest number of votes went into production at Staffordshire Potteries. The first 1,500 sold quickly and the mugs are still being produced although the "company" has now been disbanded. With the profit, the children bought the school a new cooker, needed to keep pace with the interest in cookery generated by the previous year's project, "We make cookers."

Of the nine organizations winning recognition from Education for Capability, Forsbrook is the only primary school this year. It takes its place beside high schools, colleges, a course at Brighton Polytechnic, and the London Computer and Electronics School. Previously recognized schemes include creative problem-solving on a civil engineering degree course, the John Makepeace School for Craftsmen in Wood, training workshops, and an integrated education project in rural science. How does "We make kettles" rate among such companions?

Visiting the school on behalf of Education for Capability, Richard Maitland, specialist director of social policy for Whitbread Brewery, said: "I was extraordinarily impressed by the level of competence and confidence these children showed. The link with the world outside - handling bank accounts, meeting people like industry - made the project come alive for them. But that's not to say they're all turning into mini-economists. Many of them said the most enjoyable part of the project was writing a poem."

It is not only Education for Capability that is impressed by the work at Forsbrook Infant School. Staffordshire I.E.A. has taken a keen interest and is developing similar projects throughout the primary sector. "Forsbrook acted as a spear-head," said John Price, schools industry liaison officer for Staffordshire. "People from education and industry, used to say that such work could only be undertaken by 14 or 15-year-olds. Forsbrook has shown that six-year-olds can take on these projects and get a lot out of them."

Teachers coming new to such work will be encouraged by the experience of Shirley Fitzpatrick and Chris Moore. "At first, I really didn't know where I was going or how long the project would last," said Shirley. "But the children seemed to be learning well and enjoying it. 'I wouldn't like to go back to traditional methods now,' added Chris. 'There is so much repetition so you don't feel any boredom. It's exciting, in nearly 20 years, the most exciting teaching I've ever done.'" Shirley nodded her head in agreement.

Information on the 1986 Recognition Scheme can be obtained from Mrs Janet Jones, Education for Capability Fellow, Royal Society of Arts, 8, 10, 12, Adam Street, London WC2N 6EZ. Tel: 01-930-5110.

'Impressed by the confidence and competence of these children'

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FEATURES

Getting a fair hearing

The school at the heart of Tottenham's riot-torn estate is giving minority languages greater status by teaching them to all. Anne Kent reports.



Mrs Uma Shah (above): 'Some children are shy about talking Gujarati; but not, it seems about much else (left).'

depend on verbal, rather than written instructions, and which are also designed to improve English language development.

At the start of the school year, Mr Marsden asked the children to list two options. He admits he had to do a little juggling, to avoid involuntary sex segregation or one class becoming too large. The children will stay with the same subject for at least half a year, when he plans to review the

situation. Pupils who attend the first half of the afternoon - the mother tongue session - are encouraged to change over for the second half. But some, who have become absorbed in the subject, prefer to stay on.

Language teachers are employed on a weekly sessional basis, and are funded by the local education authority. Haringey is shortly to open a centre for bilingualism, which will provide advice and teaching materials and help find teachers for mother-tongue classes.

One of the problems is that books in these languages tend to be unsuitable, reflecting a rural culture which is alien to children born and bred in British cities. At Broadwater Farm, the mother-tongue classes concentrate on getting the children to speak the languages and then later to learn to write them.

Mrs Uma Shah, the Gujarati teacher, admitted it was sometimes difficult to stop the children from speaking English. "Some of them are still shy about speaking Gujarati."

Jayesh Tallor, aged 10, has now got used to speaking English at home. He said: "If I talk to my uncles in Gujarati, I feel silly because I have always spoken to them in English." Others said they were just as likely to talk English as Gujarati at home, unless they were talking to grandparents who didn't understand English.

But three of the class stay on after the changeover because they have become so interested in learning to write their parents' language.

Mrs Mary Mavrokordatou, the Greek teacher, reported that Greek children also seemed to avoid speaking the language at home. But they were very interested in learning some words of their "mother tongue", and about the culture.

The children themselves seemed very keen on the lessons, copying words down in the Greek and Gujarati script when they had only been asked to write phonetic English versions.

Andrew Marsden is enthusiastic about the project and the way children have become aware of the usefulness of speaking other languages. But he feels that one or two hours a week is somewhat artificial, and would like to introduce some of the lessons learned in the community language afternoon into the rest of the curriculum.

He plans to continue to get the children to perform music and dance from other countries during school assemblies, and to acquire teaching materials from other cultures. He also wants to provide more bilingual books.

"We still have teaching troubles, with children being nervous of using their own language. But children generally are better at learning languages than we realize. Giving them the opportunity at this level and at this age has been very positive."

At the end of the interview Andrew Marsden mentions, almost casually, how relieved he was that the Brixton riots did not spread to Broadwater Farm. Although he makes a point of emphasising the positive achievements on the estate in the past few years, he knows it is a natural tinder box. Unfortunately his comments turn out to be prophetic. Last week he was anxious to return to normal although the rebuilding work, literally and metaphorically, is likely to be considerable.

Confidence trick

Do schools really want to produce children who don't accept that teacher knows best? asks Michael Sullivan.

of primary teachers' aims. If children want teacher approval then the strategies of being still, quiet and docile continue to offer the best chance of success.

Do parents want confident children? The majority of teachers would likely support Alec Clegg's assertion that most parents believe children should be seen and not heard, "know their place", and should not only be aware of the rules but also obey them. The dividing line between a vigorous display of self-confidence and a display of stubborn cheek often depends on your own role as a receiver or deliverer!

If you are determined to develop strategies within your school to encourage self-confidence, then don't assume the approval and support of colleagues or parents. You will need to beware because you are opening up a Pandora's Box; you will let fly demons to challenge the traditional beliefs and systems of control, management and organisation that govern most schools. Self-confidence is developed through the reduction of fear, stress, uncertainty, confusion and failure - the very tools that too many of us skillfully use in the management of children in our charge.

Children are fearful of verbal abuse, physical abuse and sarcasm. Children are stressed on the rack of tests and quizzes often facing inevitable personal humiliation. They are confused by our bad teaching and then made to feel guilty by us for our own shortcomings as teachers. Children's noses are constantly rubbed in their failures; research repeatedly shows that we teachers are more lavish with corrosive criticism than constructive praise.

Self-confidence is built out of self respect and self image. The images that schools create and reflect to their pupils are often distorted and flawed to satisfy the needs of the school rather than the needs of the children.

Confidence has a knock on effect and the self-confidence of children is most easily developed by secure, confident adults working through a warm, relaxed, stable environment. Creeping confusion, muddle, indecision and chaos afflicts us all but headteachers seem more prone than most. Headteachers need to be confident in a personal philosophy of education, without which they seem to lack and shift to every puff of curriculum change. They need to also be confident in their sense of order and direction, to

be able to establish priorities and to follow through decisions made. Confidence in the support of colleagues and governors has to be won through consultation and collaboration. Headteachers need to be confident that the majority of parents are satisfied that the school is doing a good job in the education of their children.

Teachers' confidence stems from a belief that the management, organization and control of the school are sound. A belief that their opinions and ideas are respected, that their contribution to the well being of the school is appreciated and that they have made a personal contribution to the curriculum that they are required to teach.

Parents' confidence in the school is boosted by regular thoughtfully prepared newsletters and parents' evenings, invitations to see displays of work, class assemblies and other performances by children. However, no matter how skillfully the school markets itself to the parent it is how little Johnny responds to the question "What happened at school today?" that really counts.

Most children start school as enthusiastic, curious, active and imaginative beings. Too often our school system deliberately stamps out these sparks of vitality. Confident people are more challenging than predictable, passive dull eyed conformists. In an increasingly demanding and challenging world our children will need to be able to swim with confidence in a sea of uncertainty. Enhancing that confidence should be the face of all opposition be the task in which we are actively engaged. *Improving Primary Schools* might have dealt an ace from the bottom of the pack but it's still a winner.

Michael Sullivan, a headteacher seconded to a primary support team in Walsall

BOOKS IN CLASS

Physics guide

Revised Nuffield Advanced Science: Physics. Longman Teachers' Guide £14.95, 0 582 35417 X. Students' Guide £9.95, 35415 3. Apparatus Guide £3.95, 35419 6.

It is difficult to accept that Nuffield Physics has been written for a decade and a half. The conception dates back of course, even further for pre-planning, writing, field trials (use in schools of various types) and evaluation was intensive and extensive.

Much the same procedure has been followed in the evolution of a revised course. The emphasis has been on revision, and there was no intention of preparing a new course. The generally accepted core A level syllabus topics (statics, kinetic theory of gases, circular motion and thermal conduction are cited). Similarly, nuclear power and the use of integrated circuits are now prominent, while some items of the original course (for instance X-ray diffraction, ionization by electron bombardment, induction motors and special relativity) are "omitted or treated more briefly".

All those involved in the project are emphatic that the students' guides are not to be regarded as a textbook. Happily, since 1970 some highly suc-

cessful texts have been published, and currently there is an adequate selection of admirable works available. Any of these, with the Nuffield guide, some reference books and (most essentially) a pupil's personal compilation of notes, should constitute a powerful armory with which to prepare for examinations. Equally important is the inculcation of an appropriate attitude to learning, together with an understanding of what physics is all about and of the nature of physical enquiry.

This, of course, is a somewhat bald summary of some of the objectives of the Nuffield course. The broad themes of work are now arranged in twelve units, seven of which are dealt with in the first guides for teachers and students. The apparatus guide, which includes some new items consequent on the revision, covers all the units.

The influence of Nuffield upon curriculum development has been outstanding. The revised guides will undoubtedly consolidate the advances made. If a further 15 years elapse before a third revision emerges, AD 2000 will be reached. Will there be A levels then and, if so, what will be the shape of the relevant physics? Perhaps with Falstaff, one should say that is "a question not to be asked".

F W Kellaway

Chemistry questions



Modern Tests for A Level Chemistry (second edition). By Alan J. Furse. Edward Arnold £2.95, 0 731 7314 9. Multiple Choice Questions for Advanced Level Chemistry. Test Development and Research Unit Series. By J. Biggs and P. Simpson. Cambridge University Press £1.95, 0 521 31693 6.

These complementary question books provide an ideal supplement to major A level texts. Furse is geared to the needs of the revised Nuffield chemistry course, while Biggs and Simpson is suitable for the more traditional syllabuses.

The new edition of *Modern Tests* comprises 18 sections corresponding to the 18 topics in the revised Nuffield scheme. Many additional questions have been included to reflect the changes in the course, and each section

now contains 10 or 20 fixed response items (multiple choice, classification and multiple completion) together with three structured questions. Questions differ from those found in A level papers in so far as they relate only to one particular topic, not cutting across topic boundaries. The early questions tend to be relatively straightforward, the later ones more sophisticated, so that they parallel the students' development throughout the course. Answers are not given, nor is there indication of their availability. The questions are sound, though perhaps there is too much emphasis on lower level skills such as recognition and recall. Some structured questions, although technically well constructed, seem somewhat artificial and contrived, and too "academic". The few innovative questions (the use of laryngitis in aerospace engines, electrocracking of petroleum) stand out clearly. Ideally, such questions should be used to educate, to relate chemistry to industry and the world at large in addition to testing the students' skills and knowledge.

The Test Development and Research Unit produces objective tests for GCE exam boards in many subjects, and is now publishing such tests in book form. The unit originates a large number of items, which are rigorously scrutinized by teams of

experienced examiners, edited and then pre-tested in a wide range of schools, to ensure the questions are relevant and unambiguous, and to permit the facility and discrimination of each question to be estimated. The unit keeps the best in its "bank" and from this stock, questions are selected by such GCE boards as O & C and Cambridge. In this book, senior examiners have selected 250 such items. The first 16 exercises are divided into four sections (organic, inorganic, etc.) and the others cover a wider range of topics and are therefore more suitable for revision: an imaginative and useful mix.

The answers and facility values are given, which allows comparison of progress with "the average". The questions are concise, clear and original, invariably well constructed, often interesting and the points being tested are *invariably* of importance. A balance of skills is tested within each exercise, the higher level questions involving novel situations where students have to perceive new relationships. Print is clear, if a little large. Some pages contain only two or three questions. The only reservation is the relatively low number of questions: the eight one-hour tests.

Chris Mason

Biology papers

Colour Atlas of Histology. By P. Wheeler, G. Burdick and P. Lancaster. Longman £11.95, 0 582 35269 X. Structured Questions for A Level Biology. By C. R. Brown, D. G. Evans and M. Jenkins. University Tutorial Press £2.10, 0 723 10860 9.

As the number of different "standard texts" for A level courses in biology increases and the selection of any one for a particular syllabus even more difficult, there is still a need for volumes that deal with specialist aspects of the work. One such book, the *Colour Atlas of Histology* is written specially for A and S level biology students and trainees in the health professions. It is divided into three sections: the structure and function of the cell; basic tissue types; and the histology of various organs. Excellent black and white and colour photomicrographs (which always feature the preparation details and magnification) have a supporting, concise background text.

There are some useful annotated

diagrams: a typical example is the one of the structural features of the Golgi apparatus which summarizes the possible mechanisms for packaging secretory products within vesicles. A good index and concise notes on staining techniques make this a useful reference book and an essential addition to a sixth form library.

Even though the *Structured Questions* for A level Biology contains 44 examples grouped into five areas: "Cytology of flowering plants", "Animal physiology", "Cytology and Cell Metabolism", "Genetics and Evolution" and "Populations and Ecosystems". The authors acknowledge that they have made no attempt to cover either any one syllabus or topic exhaustively and what they have done, as exemplified in the genetics and evolution section, is to avoid questions which are readily available elsewhere (like those on standard genetic ratios) and present more unusual examples such as ones on copper

tolerance in grass, or lethal mutation in a wasp or geographical variation in the robin. Each question tests a variety of skills, and a genuine attempt has been made to keep to a minimum the amount of biological information the needs to be recalled.

The book is not "consumable" as these are left for students to write in. However, the questions are given as to the length of answer required. The ideas behind the questions are interesting and could inspire students in their selection of topics for research projects. As the source of most of the data are acknowledged and from reputable journals (such as the *Journal of Comparative Physiology* and the *Journal of Biological Education*), the search for the background information will be relatively easy. Answers are provided at the back of the book. It would have been useful to have these printed on pages that were perforated so they could be removed at a teacher's discretion. Nevertheless, this book will be a useful sixth form resource.

Jackie Hardie



CHILDREN'S LITERATURE

impossible it is to do Graham's justice in anything short of full-dress. The unacknowledged editor has, narrowly confined himself to the filleting of Ford's adventures - but these are chopped up with what appears to be the eye only on the word-count and not the literary originality, with, or storytelling ability of the man who wrote the book. This paperback does suggest however the considerable potential of Margaret Gordon as an illustrator for this difficult task. She hasn't worked on *Tad* very well, and her *Goodie's Daughter* is a hopeless misinterpretation, but she brings both skill and sensitivity to the drawing and design of their 70-odd illustrations. The *Goodie's* can be said for Owen Wood's work for the *Badger Books* edition, which brings to British illustration received with much acclaim in France. In this case though, Mr Wood's ordered things better. Mr Wood's drawings are very elegant, employing stipple and line-and-shade techniques that used by Robin Jacques; but they defeat their own ends by a too great self-consciousness. Decorative, detailed drawing and a fair sense of characterization are all very well, but the pictures lie cold on the page, the *Tad* and the *Goodie's* are hardly a model text for those who want quick-reading returns. And yet a comparison of a new complete text, illustrated by Owen Wood (*Badger Books* of Evesham £8.95) with a "real-old" *Goodie's* (*Faber* from the *Wind in the Willows* (Puffin) £1.50), shows how

Illustration by Owen Wood

BOOKS

Exterminate!

Gerald Haigh asks why so many books about education have to be so uninspiring

becoming starchy-eyed and maudlin, and I hasten to say that the "transcendental" qualities themselves need to be developed by study and not left to chance. Let me put it this way. I know - very well - two third-year university students who wish to become teachers. One is immersed in the study of the English novel. The other is enmeshed in the bizarre tangle of quasi-scientific material which makes up the average modular education course. We could argue, I suppose, about which of them is being the better prepared for life in school, but what is surely significant is that the education course is very far from doing an obviously more appropriate job. Above all else, students - and by the same token, teachers - need to be heartened, stoked up, inspired and thrust onward.

This being so, and yet given that we do actually need some "nuts and bolts" books, is there any reason why they have to be uninspiringly written, or slavishly adherent to a scientific model? The volume from which I earlier quoted is by W F Dennison and sets out to discuss the issues arising out of the decline in the school population. As schools get smaller, hierarchies have to be rethought, staff development reconsidered and curricular priorities redefined. All this is useful and relevant, and Dennison covers the whole field in detail and from a background of considerable knowledge and experience.

The problem with the book lies in the mode of its utterance, for it delivers to the reader both a straight left and an uppercut by being simul-

taneously prolix and near-unintelligible. One by one there float before you sentences whose meaning you have to strain to catch. For instance, "A potential problem in resource distribution, whatever the financial situation, results from fewer pupils." And, "Similarly, the relationship between non-human support and teacher activity has been of little interest." Oh, it gives up its meaning in the end, but by cranking it puts up a brave struggle. "Non-human support," by the way, seems to mean books and equipment.

Some might argue that when a person of authority writes on his subject, then the reader has to grin and bear it, reserving all thought of the quality of the writing. To this I would only say that I prefer a singer with a golden voice even if he only knows "Ramona" and "Don't Get Around Much Anymore".

Effective School Management is a rather livelier production, souped up with diagrams, tables and things to do. (As the blurb says, "users are encouraged to interact with the material.") What the authors are about here is to demonstrate that each of the factors involved in running a school, including the ostensibly less tangible ones to do with personal relationships and motivation, are capable of analysis and classification. So, for example, it is possible to say that a manager has two conflicting concerns, one to do with relationships and one to do with getting results. From there it is a step to the coining of the jargon phrases "people oriented" and "task oriented" and from there, bless us, to the placement of individuals upon the

"Schmidt-Tannenbaum continuum". However, Schmidt and Tannenbaum were working way back in the Middle Ages (1973) and more up to date whizz-kids were quick to point out that some managers appeared to be concerned about both of these aims at the same time. Thus a single continuum is no longer enough, so we need a grid with two axes like the one in Figure 2.2 which "sets out such a model" which gives both the Blake numbers and verbal style descriptions.

It is really all a bit like the search for the Loch Ness monster - an endeavour in which the arroyed technology, the evident intelligence of the participants and the serious expressions they bear on the faces begin to convince you, against your will, that the essentially maniacal original premises just might be true.

In fact, there is a lot of useful material in this book, and if the authors would only abandon the scientific model and give us a clear, funny, anecdotal account of how to run a school then they would be doing us - and themselves - a favour. However, in my experience the devotees of "management" are as self-supportive, committed and impervious to criticism as a religious sect.

Self-Evaluation for Primary Schools arises out of in-service work in North East England. It sets out to show the need for self-evaluation, to give a methodology and to focus on five aspects of school life, namely ethos, curriculum, monitoring of pupil progress, resources and relationships with the community. The case studies are interesting and there is much to in-

terest and help the teacher. Again, though, there is a striving for academic credibility which is, in the last analysis, unhelpful to any reader who wants to be not only informed but encouraged. Thus we read "Parlett and Hamilton's alternative, or 'anthropological', style of evaluation is more concerned with the complexity, the uniqueness and the processes of curricular encounters. They argue that whereas evaluation following a Tylerian mode of operation...

Such stuff is as inbred and inaccessible as a village in the Pyrenees. More direct, more unassuming and much more useful is *Jobs in Schools*. This is a symposium covering the practicalities of "Applying, interviewing and selecting for appointments and promotions". It fills an obvious need and contains much practical advice which applies at all levels. The chapters on interviewing, for example - one on primary schools by Tony Wainwright and one on secondary schools by Bob Spackman - will help both those who interview and those who are interviewed. This capacity for helping at, so to speak, both ends of the process considerably increases the book's value.

And yet, and yet... There used to be "education books" by Plato, Rousseau and Laurie Lee. Ask any middle-aged teacher which of his college books inspired him and he will speak of A. S. Neill and J. D. Salinger. The "scientific" tomes of those days have faded to dim shadows, and if resurrected would turn out to be filled with out of date jargon.

Those who fail to perceive the greatness of great endeavours always seem impelled, instead, to fence them in with definitions and tame them with analysis. Would that there were more writers on education who would respond to its enduring worth with words that sought not to define but to enhance, and who could suggest, especially to the aspirant, something of the excitement and integrity and warmth of it all.

State of mind

New Directions in Educational Psychology: 1 Learning and Teaching. Edited by Noel Entwistle. The Falmer Press £16.95 and £9.95. Psychology and Freudian Theory: An Introduction. By Paul Kline. Methuen £11.95 and £4.95. Decline and Fall of the Freudian Empire. By Hans Eysenck. Viking £12.95.

Even though most of the 26 chapters in *New Directions in Educational Psychology* have been printed before, Noel Entwistle has provided a valuable service in bringing them together, often in a blessedly shortened form, and without assuming much previous knowledge. His approach is carefully balanced, from Eysenck on inherited characteristics to Margaret Donaldson on how Piaget's stages can be changed by altering the environment. It is well worth buying as a student text and reference.

Dennis Child, a man much published in the area, writes that educational psychology has been static this last half century. David Ausubel describes how pupils adapt to teaching style, including rote learning. Guy Claxton, following a brief Carl Rogers excerpt, cautions that school is too early for experiential learning, leaving the field free for Kevin Wildall to encourage behaviour modification. The occasional vignette of life in the classroom vitalizes the text, such as the teacher who lectured to children, asked them to write an "exciting" essay, then marked it for neatness and punctuation - surely a call for obligatory continuing teacher education.

The book presents a state-of-the-art and how-we-got-there overview, rather than a look into the future. We are already familiar, for example, with current concern for the processes of learning which is well considered here, but what about learning at different ability levels, or new ways of helping teachers to actually use educational psychology? In fact, teacher outlook does not receive much note, though their state of mind (including present discontent) would be expected to have some effect on the practice of educational psychology.

Joan Freeman

The startling cover of *Psychology and Freudian Theory* shows the Virgin Mary spanking the infant Jesus, while three men watch. The child is quite naked, his little buttocks pink with stimulation, and the painter's sexual fantasy clearly available to us, according to the symbolic interpretation of psychoanalysis.

To Kline, Freud was a determinist (rather than a mystic like Jung), who presented the world with the scientific hypotheses of psychoanalytic theory. Kline describes many consequent unusual investigations, from which he concludes evidence of the theory's validity, though, even he has to admit that the practical benefits are non-proven. His book is a courageous, clear and accurate description of a subject which even today can be ludicrous. For example, he says that all women (termed "feminists") who reject Freud's idea of penis-envy, are suffering from the Denial syndrome. Worse, if they point to evidence that the clitoris is more sensitive, they are in the grip of Reaction-formation, ie stating the opposite of the truth. As every schoolboy knows, a penis is the organ of choice.

After the heady wine of Kline, Eysenck's *The Decline and Fall of the Freudian Empire* reads like a cool drink of water. He agrees with Kline that psychoanalytic theories should stand scientific testing irrespective of Freudian charisma. But where Kline sees white Eysenck sees black, and would have us throw the whole psychoanalytic system out, to turn gratefully to the followers of Pavlov, whose ministrations can effect a cure for symptoms, which he seems to feel are all that matter. But not only are the words "cure" and "failure" relative: it simply can't be done. The genius of Freud's work has been to alter the understanding of mental processes for many millions, a feat unlikely to be due merely to his clever way with words, which Eysenck suggests. To say that Freud said nothing new, and that he set psychology back 50 years, is to deny at very least the raised awareness of mental processes which has allowed many forms of psychology to progress.

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Habitats

Guide to Ponds and Streams. By John Clegg. £7.50, 9 780946 2836610. Guide to Fields, Farms and Hedgerows. By Brian Lee. £7.50, 9 780946 284177.

British Naturalists' Association series. Published by The Crowood Press, Crowood House, Ramsbury, Marlborough, Wilts SN8 2HE.

The British Naturalists' Association celebrates its eightieth anniversary this year with the first two books in a new habitat series. Like the Association itself, the idea of these books is to share the knowledge of experienced naturalists with those beginning a study of natural history. In function they fall somewhere between field guides and longer ecological studies.

John turns in an account of ponds and streams that reads as freshly as if he were discovering the plants and

animals of these watery habitats for the first time. (I regret the omission of the water violet from the plants, though.) Clegg is particularly good on the tiniest creatures and plant-life, though larger organisms are not ignored. The text is matched throughout by high quality photographs.

Fields, Farms and Hedgerows also has some fine photographs, but the most remarkable aspect of this book is its balancing act between the conservationists and the farming fraternity. The two pages on farm animal parasites such as the horse-bot, ox-warble and sheep nostril flies, were especially interesting but the pro-farmer bias often results in misrepresentation of the facts. The English partridge, for example, has been badly affected by spraying, field-edge roughing and hedgerow destruction. Little owls and even skylarks are less common than they used to be and glow worms are not far from vanishing point.

Francesca Greenoak

Cambridge Educational

Looking for a new Nativity play?

Sheila Lane and Marlon Kemp have written *The Knock on the Door* especially for performance in primary and middle schools.

The Knock on the Door contains four short plays, linked by carols, which lead up to the events at Bethlehem. The first play has a domestic setting in the house of Elizabeth, and centres on the Roman soldiers giving notice of the census to the household; the second play takes place in a shepherds' shelter and has a background of family rivalry and sheep stealing. In the third play there is friction between local craftsmen, soldiers and dignitaries in a hostelry in Jerusalem, until the arrival of Astrologers from the East. All meet together in the fourth play in an inn in Bethlehem, where they pay homage to the new King.

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BOOKS

Ingenious mechanics

Pictures to Print: The Nineteenth-Century Engraving Trade. By Anthony Dyson.
Farrand Press, 50 Ferry Street, London E14 9DT. £19.50. 185083 001 0.

In 1871 the Glasgow agent of the art-dealers Agnew's wrote excusing his poor sales figures for engravings of Landseer's "Parmigian Hill". The picture should have had figures in it, he wrote: "The Glasgow people are fond of pictures that tell them something". The engraving trade boomed in the 19th century, as the new middle classes sought to emulate the taste of their superiors, the government encouraged the dissemination of wholesome designs to the masses, and technical innovation and expertise reached a pitch of excellence. In *Pictures to Print*, Anthony Dyson gives a picture of this trade as subtle and as intricately detailed as the engravings it itself produced. It is very much a picture that tells us something: not only about the physical processes of printmaking, and the commercial world of the printer, but also about the society in which that commerce flourished.

Dyson has based this study on the archives of the firm of Thomas Ross and Son, which was founded as Dixon & Ross in 1833, at the beginning of the print boom. These archives, which he catalogues and partly transcribes, have proved a most valuable source of information. To the inexperienced, however, they would convey little without Dyson's keen and lucid commentary, which explores and explains every aspect of both trade and craft. The many illustrations have been chosen

with great care to support or expand particular points in the text; the temptation to simply seduce the reader with ravishing images has been firmly and rightly resisted.

The engraver was often regarded as the mere mechanical reproducer of other men's creations. The engravers themselves greatly resented being treated as "a set of ingenious mechanics"; John Landseer, father of the painter whose work was to form a staple of the print market, claimed that, "Engraving is no more an art of copying Painting, than the English language is an art of copying Latin". The print boom coincided with the widespread use of steel rather than copper plates, which allowed many more prints to be taken from each subject, but which also to some extent ironed out the individuality of the engraver's approach. Dyson quotes T.H. Fielding, writing in 1841, "the excessively finished style of the present day... tends to reduce all engravers to the same level, or what is still worse, allows some whose only merit consists in a capability of laying lines closer than others, to usurp the place of real talent".

Dyson, in his close consideration of the day-to-day technicalities and problems of producing fine-art engravings, gives us a full and absorbing insight into these questions, and leaves us with a healthy respect for the skill - and the patience - of the "ingenious mechanics". This is a valuable and well researched book, showing the pressures on art in the Victorian market-place, and the rewards it could bring.

Neil Philip



Detail of stipple engraving by Francis Holl, 1860.

Words and wisdom

A History of Writing. By Albertine Gaur.
The British Library, Reference Division Publications £15.00. 7123 0028 2.

"All writing is information storage" but not all information storage is writing. This is the point that Albertine Gaur sets out to demonstrate in *A History of Writing*. From the earliest forms of picture writing to contemporary scripts, Gaur describes not only the development of writing and the rise of the "supremacy of paper" but illustrates its current uncertain state, threatened as it is by microtechnology and new forms of information storage.

The book is divided into five sections dealing with the origin and development of writing, the characteristics, history and development of the main groups, decipherment, social attitudes to writing and literacy, and future trends. "Every society develops or chooses the type of information storage essential for its survival", thus all forms of writing, whether thought writing (hieroglyphics and other pictorial scripts which transmit an idea directly) or sound writing (phonetic writing) are of equal value to their respective societies. Information storage does not, however, always preserve the connection between language and writing which we have learnt to take for granted. Information storage is precisely that, the storing of information, the preservation of knowledge and indeed of all human experience, and it is only when expressed through the medium of language that information storage and written language become one and the same. The disregard for this writing-language connection is most evident in cases of scripts being adopted for languages with different structures. For example the Chinese script, originally designed to express a language with minimal grammar and a host of monosyllabic words sharing a form but with different meanings, was made to fit the Japanese language with its agglutinative form and complex grammatical structure.

Not only are the individual scripts within the main groups described in detail - eg ancient Mesopotamian scripts, pre-Columbian American scripts, Semitic scripts, Greek and Chinese - but also the many reasons used to produce them, for example the writing was markedly influenced by the implements and materials used. For example, it seems probable that the Sumerian cuneiform script developed as it did because its distinctive wedge-shaped impressions were ideally suited to clay and the reed stylus, the material and the implement most commonly used in ancient Mesopotamia.

Another aspect relating to the development of writing with which the book deals is the social attitude to literacy. Scribes were frequently a very privileged social group, notably in Islamic societies, although Hindu scribes showed little or no respect for the person who commissioned his writing. Ancient Aliens the spread of democracy was heavily dependent on the spread of literacy, whereas Gaur believes that totalitarian movements, whether political or religious, are hostile towards writing, not so much for itself but because writing encourages critical thinking. Criticism was directed at literate women, and doubtless literacy was associated with power and influence and thus was far too dangerous a skill to leave in the hands of a woman.

A History of Writing is exactly what it professes to be, an encyclopedic reference book which traces chronologically and geographically all the forms of writing which have contributed towards the development of writing, while also raising a question mark over the infallibility of paper as a medium for information storage in the future. This is not an academic book for experts alone, but a highly readable and informative guide, beautifully produced with numerous illustrations, some in colour, and including a bibliography for those who acquire a taste for more specialized knowledge in this fascinating field.

Rachel Neaman

Martians in the meter

British Poetry: 1964 - 1984: Driving Through the Barricades. By Martin Booth.
Routledge & Kegan Paul. £13.95. 0 7100 9606 2.

"British poetry is a mess." Once upon a time, a scant 20 years ago, all was well. Poetry was genuinely popular, unacademic, unselfish, uncomplicated. Readings and little magazines, and presses flourished. We were back with the Anglo-Saxons; poetry had its ordered everyday place; the new bard spoke and sang to our condition.

Then everything went wrong again. Poetry became excessively serious, of the page party, looking inward rather than out. Presses closed, magazines folded, readings retreated to the hipster fringes. A new and sinister host ousted the bards. The invaders had Oxbridge degrees and worked in publishing. They communicated in code. Worst of them all was a group that by 1984 seemed to have carried the day, the dread "Martians".

Martin Booth is in danger of doing with his argument what Orson Welles did with *War of the Worlds* (given the current public apathy to poetry he deserves a V may be a more likely parallel). The doomy scenario of "How It Is and Was", his opening chapter, seems an inappropriate scaremongering. The "Martians" hardly dominate. British poetry, though they may be for a time, is not a prominent exponent. However over-rated Martian leader Craig Raine may be, he is still an accomplished poet, as are his fellow invaders and it serves no purpose to dismiss any of them.

"Argument" may be too strong a word for Booth's approach. Gobs of verse, duly lauded or rasped, are tossed out: this good, that bad; this poor, a satire. No wonder people won't read *this* guff. What a shame no one writes verse like this anymore. Booth makes one colossal naive mistake. People probably never did care that much about poetry, even when it seemed genuinely popular and "poetic" to their condition. All through the years of the reading and little magazines, the other sort of poetry

continued to be written, in much the same un-lit-it way. Booth's exaggeration of the pop lyricists underlines the point. People like Pete Brown and Bernie Taupin wrote excellent songs. But only in tandem with musicians like Jack Bruce and Elton John. Putting either of them on the page in isolation was a bit like asking Ernie Wise to be funny, and it was a shabby English teachers' trick to try to buy time with "SWLABR" or "Rocket Man" - "Gut that rainbow feel! But the rainbow has a beard". "Mars ain't the kind of place to raise a kid in fact it's cold as hell" - rather than persevering with Kinks or Shakespeare. Reliance, again, is the bugbear. Pupils took to pop lyrics as poetry not because it "reflected their actual lives" but because it was familiar and less hard work. Equally, the pop poets - the Mersey poets, the New Departures group - simply demanded less imaginative effort.

Midsummer Night's Dream is about a lot more than fairies. Booth borrows from it for his second, longer chapter, a useful if very personal run through the names of the two decades, managing to miss those that fall to fit the bill (like most of the Scots). "Failure to reflect everyday reality" seems an absurd objection given all his romantic premises. Lunatics are denied the vote, lovers and poets are usually too preoccupied and self-obsessed to bother, yet all three have, as we now admit, their own special purchase on reality. It seems preposterous that a practising poet should not be aware of the success of others. His own poetic work offers just a glimpse of lizard skin, a Martian booted off the mothership, or off what he sees as a grave yard.

Brian Morton

PAPER BACKS

We all think we know what life at a public school is like now; we may be right or wrong, but we are certainly mistaken if we go on to project this flat and colourless image onto the infinitely stranger world (especially Eton, Westminster and Winchester in the unreformed heyday, between about 1800 and the Public Schools Act of 1867, as reconstructed in glowing detail from contemporary sources and set out in *Mandarin* prose in John Chandos's *Boys Together* (Oxford University Press £3.95). Who would have imagined, for example, that Arnold would prove a far worse flogger than Keats, or that the liberty which so horrified the Radicals then could seem so beguiling now?

Sixth-form scientists probably ought to know more about the philosophy of science than they generally do; but then the danger would be that the harmless ignorance would give place to the dangerous myth that the system of checks and balances which is built into the institution of scientific research in the West guarantees the conservation of truth and objectivity. The cases

recounted in Broad and Wade's *Be-trayers of the Truth* (Oxford University Press £3.95) make it only too clear that every check and every balance can be countered, and that the annoying complacency of the scientific establishment is not only misplaced, but actually makes it harder for fraud to be detected.

At least to the armchair practitioner, archaeology is an adventure, and the great archaeologists have always reached a wider public than their academic credentials would indicate. Robert Silverberg's anthology *Great Discoveries in Archaeology* (Penguin £3.95) is no great shakes, but may at least encourage a new generation to read Petrie (for example) for themselves.

Keith McCulloch

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At work in the nature reserve

Out and about

Mary Cruickshank visits the Passmore Edwards Museum

"There's no such thing as standing still in the museum world," according to Ian Robertson, curator of the Passmore Edwards Museum in the London borough of Newham. "If you're not moving forward, you're slipping back."

In the last few years he and his staff have taken some remarkable steps forward to the point where the museum's extension services now include a 9-acre nature reserve in one of Britain's largest churchyards, a railway museum housed in the splendidly restored North Woolwich Station, and Dawn, a Thames sailing barge, built in 1897 and preserved in its original sea-worthy state.

The "parent museum" is in Romford Road, Stratford. The foundation stone of this fine (now listed) building was laid in 1908 by John Passmore Edwards, the Victorian philanthropist, who gave large sums of money to public institutions, particularly hospitals, libraries and art galleries. This is a light and well-maintained museum with a welcoming entrance hall and an elegant dome and balcony. Its wide range of collections illustrates the local history, archaeology, natural history and geology of the old county of Essex.

The constitution of the museum has meant that education has always played a prominent role in the development of its activities and the present curator has a strong personal belief in the social function of museums. The extension services represent an enormous community asset, both as teaching and recreational resources. A well qualified and experienced staff share the teaching responsibilities, working as a team within which they are able to develop individual specialities such as local history, archaeology and natural history.

When the churchyard of St Mary Magdalene in East Ham was about to be made redundant in 1976, it was seized on as an ideal site for a nature reserve and a chance to "bring to life" the natural history displays of the museum's permanent collection. As well as its obvious scientific interest, the reserve is a sanctuary in a part of London more usually associated with industrial sprawl and heavy traffic.

Across the North Circular, the southern boundary of the reserve, an artificially sloped path leads to the inconspicuously named Beckton Alps, a former rubbish tip. Newham may sound an unlikely place for a rural retreat, but from here you can see herons flying down to Barking Creek, spotted flycatchers in summer and kestrels in winter. On a warm summer's day the abundance of wild flowers hum with insect life. Research has shown the reserve to be an important breeding ground for rare species of moths and crickets.

The 12th-century church is still in use for worship and the land immediately surrounding it remains the

original churchyard. Already there are numerous opportunities for observation and study: the history and architecture of the church, mosses and lichens in the church walls and gravestones, house sparrows and starlings nesting in the church tower and in summer months a large variety of insects.

It is beyond the existing churchyard that the main reserve lies. The ground is uneven and pitted with the remains of former gravestones, but a wide path leads a safe trail round the site. Apart from a tall stand of sycamores, which is used for light and dark studies, foreign trees are gradually being removed. Over 600 British species, mainly hedges and lawns, have been planted in the last two years.

Summer trails investigate methods of plant and animal protection and lead to the identification of butterflies, flowers and insects. In autumn, leaves and trees are studied and later in the year, the behaviour of winter birds. The gravestones themselves are another source of study, of child mortality, for example, as well as social mores and attitudes to death and burial. "It's the practical ecology work that primary and lower secondary schoolchildren most enjoy," according to Teresa Wild, the biologist in charge of teaching at the reserve. A pond scheduled for 1986/1987 will further enhance the range of work available.

An interpretative centre, ingeniously designed to resemble a hide, yet light and spacious inside, was opened in 1982. Its wide verandah displays charts of birds and flowers likely to be found on the reserve. A well-equipped specialist laboratory and teaching room are used for school parties as well as for adult lectures and natural history society meetings. This building also houses the important Biological Record Centre, which contains records of all species of flora and fauna not just from the churchyard, but from a wide area of eastern greater London and west Essex. The database, which is available to researchers, planners and local authorities as well as to natural historians, has proved a useful device in a number of planning inquiries.

All the educational facilities at the reserve are free, but school parties must book well in advance. Half-day visits may include a general introductory talk and a seasonal trail, or they may concentrate on a special topic, suggested either by the teacher or the museum staff. Examples of recent talks have included wildlife in towns, conservation, food chains, pollution, ecological collecting techniques, birds, insects and pests.

Teachers are asked to make preliminary visits to the centre and regular meetings are held where they can discuss their pupils' needs and interests. The entrance to the reserve is in Norman Road, London E6 and

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Pantomime

Out on the streets there was bright sunshine, the temperature was in the eighties. It was the beginning of October, but still one of the hottest days of the year. It really wasn't the day to be talking about pantomimes. Oh no it wasn't!

"Oh yes it was!" said John Morely, for whom pantomimes are literally a way of life. He has been writing them - and, until a few years ago, television scripts for the likes of Basil Brush - full-time, day-in, day-out since his first show, *Puss in Boots*, was staged at the London Palladium in the mid-Sixties.

He has completed 10 this year, but reckons that in total he must have written over 200. Terry Scott and June Whitfield will be starring in his *Jack and the Beanstalk* at the Theatre Royal, Bath this Christmas. The unlikely combination of Spike Milligan, Evelyn Laye and Patrick Cargill will be seen in his *Babes in the Wood* at Richmond. But that is just the start: another 14 John Morely shows will be receiving professional productions in theatres up and down the country this year, while countless amateur groups both here and abroad will be reviving some of his earlier shows in village halls and community centres. They love John Morely pantomimes in Australia, he says, which is perhaps understandable. They are also very keen on them in Spain which, given the innate Englishness of the form, is hardly to be understood.

John Morely's pantomimes are solid, traditional shows. He has no truck with smut or with television stars who usurp pantomime for their own ends. "Come to Bath - I promise you there won't be a single word of *Terry and June*, I promise!" On the other hand, as a seasoned professional he knows the importance of stars. "You've got to have them. Panto-



Jack Tripp as an earlier Widow Twankey

mimes are hugely expensive, spectacular musical comedies. The sort of things that should play for a couple of years at Drury Lane. But they only run for a couple of months, if that. They've got to pay, which means people have got to come. You've got to have the stars to attract them. It's as simple as that."

Luckily, this year as every year, there is no shortage of stars willing to don frocks and fish-net tights. Danny La Rue will be giving his definitive *Mother Goose* at the Alexandra Theatre, Birmingham with a company which also includes Lionel Jeffries and Isla St Clair. Lionel Blair and Brian Murphy are in *Dick Whittington* at the Chichester Festival Theatre, while Roy Hudd and The Great Seprenko top the bill in *Aladdin* at the Theatre Royal, Plymouth.

Aladdin seems to be the most popular show this year. There will also be productions at the Arts Theatre, Cambridge; the Alfred Beck Theatre, Hayes; and at Wimbledon, the Chichester. His Majesty's Theatre, Aberdeen is staging *Dick Whittington*, while the grand Palace Theatre, Manchester has *Rabes in the Wood*.

The Theatre Royal, Lincoln presents *Jack and the Beanstalk*, and the comparative rarity *Goldilocks and the Three Bears* can be seen at Northampton. There are productions of *Cinderella*, perhaps the most traditional of all pantomimes at Bournemouth and Lewisham, although youngsters many other towns and cities will doubtless have the opportunity of going to the ball.

Hugh David

TIE - Welsh style

Twenty years after the Belgrade Theatre Coventry created Theatre in Education, Wales is becoming the model for its future development in the UK.

The Welsh policy of having at least one company in each county, offering a free service to schools, is due to be adopted in England. It's also likely that the Welsh tripartite funding pattern will be applied. Under this scheme, the nine companies have their Arts Council funding (amounting to £302,000 this year) matched pound for pound by the local authorities and the Regional Arts Associations. Such support is vital, according to Michael Baker, Young People's Theatre Officer at the Welsh Arts Council. "As well as assisting the general stability of companies, the local link ensures that teams belong to their home counties."

With the possible exception of South Glamorgan, Welsh local authorities have good relations with their TIE group. In Gwynedd, for example, local authority support was instrumental in setting up a new company, the Welsh language White Crow team, established last year. It specializes in using theatre to teach language, and spends much of its time working in small rural primaries with Welsh learners.

In contrast, one of Wales's oldest companies, Theatre Powys, is spending this term in secondary schools presenting an adapted version of *Taken*

Out, a community show about the Falklands war. This company, like most other Wales based teams, combines its TIE with providing live theatre for the locality.

Taken Out's themes, such as the nature of truth, what it means to be a soldier and how the media covered the event, are treated extensively in an accompanying workshop, says company member Tessa Cheung. "And the teachers' notes compare army recruitment literature with the reality experienced by Falklands veterans and the poets of World War One."

Theatre Powys is also branching out in a new direction - introducing an annual bilingual show in Welsh speaking parts of the county. West Glamorgan Theatre in making a similar move, with the result that Welsh language TIE is enjoying rapid expansion. This is largely due to the £60,000 support given by the Welsh Office to foster Welsh medium theatre. The money is being spent on employing schools' liaison officers and providing an annual Welsh TIE showcase. Five companies are benefiting from this scheme, which is also enabling them to tour bilingual schools in English speaking areas.

Promoting cohesive social learning, an area sometimes forgotten on schools' timetables, is one of TIE's main functions. It's an approach much in evidence in Wales. Working on the

assumption that it's safer to reflect on problems from a distance, Action Projects in Education of Cardiff, is using a science fiction format to explore the causes and effects of youth unrest. Spectacle Theatre of Mid Glamorgan is looking at the role of women in society from the historic perspective of women's lives during the First World War. A similar theme is being investigated by Twentysix, the Powys based dance company which is Wales's only dance-in-education team. *Long In* is a balletic skit on adventure image of the perfect woman.

Most companies create their own shows but occasionally, as in the case of Gwent Theatre, current tour 1985, they perform scripts devised elsewhere. As well as touring the county's secondary schools, this show will have three public performances to the adults an insight into TIE.

As Gwent Theatre illustrates, new teachers must be versatile. After completing 1983 the company will tour a history show for juniors. It will create the lifestyle of a local town house in its heyday and, unlike most productions which take place in Tredar Park near Newport, performances will begin in December and continue until the spring when the show will be broadcast by the BBC.

Iola Smith

continued from previous page

Primary groups may come on general interest visits, as well as to discover aspects of Victorian life. Terry Turbin is the local history and archaeology specialist in charge of exhibits at the museum. A further member of the extension services staff, Ivor Willard, works closely with secondary schools in developing evidence-based approaches to history. This naturally brings him in touch with both the churchyard nature reserve and the station museum.

The station museum is the first stage of a larger project to create a steam park - a joint East London transport museum. Eight more locomotives are

currently undergoing restoration and a steam-hauled train service is planned to link the museum with Silvertown. This will provide an exciting route to another Passmore Edwards project: a museum of Victorian life due to open in St Mark's Church, Silvertown in about four years' time. Enquiries about school bookings should be addressed to the North Woolwich Old Station Museum, Pier Road, North Woolwich, London E16 2JJ. 01-474 7244. Of course, it's not necessary to be in a school party to visit either the Station Museum or the nature reserve. Both are open to the public, daily, free of charge.

The various Passmore Edwards museum projects are part of the growing revitalization of East London.

Mary Cruickshank

SCHOOL VISITS

Whistle stops

David Self on the railway trail

Those of us who spent all the spare moments of our schooldays on the footbridge at the north end of Crewe Station, on pilgrimage to Holbeck or (in my case) at a place called Skelton Junction, knew we were set apart. Railways were our world. The others (who merely travelled on them) lacked any interest in the function of an upper semaphoric distant or the superiority of a LMS Pacific over a GWR 4-6-0. But now everybody seems interested.

The proliferation and success of the hundred or so restored and preserved steam railways around the country must be one of the odder social phenomena of the last 25 years (the first standard gauge one being the Bluebell Line in Sussex, re-opened in 1960). Perhaps, after all, everyone does like steam engines. Even without faces as sported by such creatures as Thomas the Tank Engine and Gordon, they have their personalities and fascination. Or are these preserved lines simply a manifestation of nostalgia, a hankering after a time when trains were dignified and railway managements gave the impression they did not consider passengers as merely revenue?

Whatever the cause of the fascination, it exists; and schools are beginning to capitalize on the interest (just as some of the preserved lines are beginning to see the value of encouraging school visits). But why an educational visit to a railway? Apart from their intrinsic interest, most of the lines are fairly small and self-contained. As objects of study, they are "manageable". They are also singularly well-suited as areas for detective work into "the way we used to live" and into things mechanical.

Of course they vary. All are worked by enthusiasts, some seemingly only

for enthusiasts, others for a wider public. While more and more are realizing that they must provide facilities for aunts, grannies and pets not immediately seduced by the smell of steam, it remains a fact that such centres as Didcot and Carnforth (in Lancashire) have a particular appeal for the initiated or perhaps for older pupils making a study of the history of steam traction. At the other extreme are railways such as the North Yorkshire Moors Railway (from Pickering to Grosmont) which seems to be primarily a tourist railway and only secondarily a steam-operated restored railway.

Many lines operate almost exclusively in school holidays and at weekends for fairly obvious reasons, but others do run in the week and make a point of welcoming school parties. Foremost among these must be the Bluebell. Besides operating over this coming half-term, it runs a special (free) day out for teachers in March, in association with local education authorities, so that teachers may familiarize themselves with the line before bringing a party. Such parties are escorted round the locomotive sheds and museum as well as being taken on a train. Also available are special guides and worksheets which must be genuinely effective in opening eyes, generating questions and initiating deductive exercises. Details from the Bluebell Railway at Sheffield Park Station, Uckfield, Sussex TN22 3QL (082-572 2370).

Sometimes under-rated by enthusiasts, the Colne Valley Railway at Castle Hedingham in Essex is especially geared up to receive school parties. On arrival, a party is given an introductory lecture in a passenger coach fitted out as a literally mobile classroom; questionnaires and information sheets are issued and then follows a conducted tour of the station site and the train ride. Also on the site is a picnic and nature area about which Braintree District Council's Planning Department publishes an attractive work folder. (Colne Valley Railway, Castle Hedingham, Halstead, Essex CO9 3DZ; 0787-61174.)

In Yorkshire, the Keighley and Worth Valley Railway running between Keighley, Haworth and Oxenhope gives a very good insight into what an urban (as well as a rural) line was like before Beeching had his way; and also provides good views of Brontë country. Information about school visits can be obtained from the railway company at Haworth Station, Keighley, West Yorkshire BD22 8NJ (0535-45214).

Part of the Keighley and Worth line

A prewar seaside railway can be appreciated in Norfolk where a surviving limb of the Muddie and Get Nowhere (otherwise known as the Midland and Great Northern Joint) runs between Sheringham and Weybourne. It publishes a non-copyright teachers' guide (available in advance for reproduction by teachers) and imaginative information folders. On this (as on some other lines) a diesel railbus can be hired for private use on a day to suit the school - and parties are allowed to picnic in a former Brighton Belle Pullman car. Details from the Commercial Manager, North Norfolk Railway, Sheringham Station, Sheringham, Norfolk NR26 8RA (0263-822045). A complete list of restored and preserved lines is available from the Association of Railway Preservation Societies at this same address.

More immediately, for anyone wanting a private (or family) treat, the Colne Valley Railway, the Dean Forest Railway in Gloucestershire, and the Great Central Railway at Loughborough all have steam days this Sunday; and there are steam days at Loughborough and Didcot on October 27.

Special "Santa" steam trains will run on December weekends on many lines, but advance booking on these is often necessary. Besides those mentioned above, Santa will be travelling on the Nene Valley Railway near Peterborough (0780-782854); the Severn Valley Railway between Bridgnorth and Kidderminster (0299-403816); and the Kent and East Sussex Railway at Tenterden (05806-5155). Please God, British Rail won't dress up Jimmy Savile.

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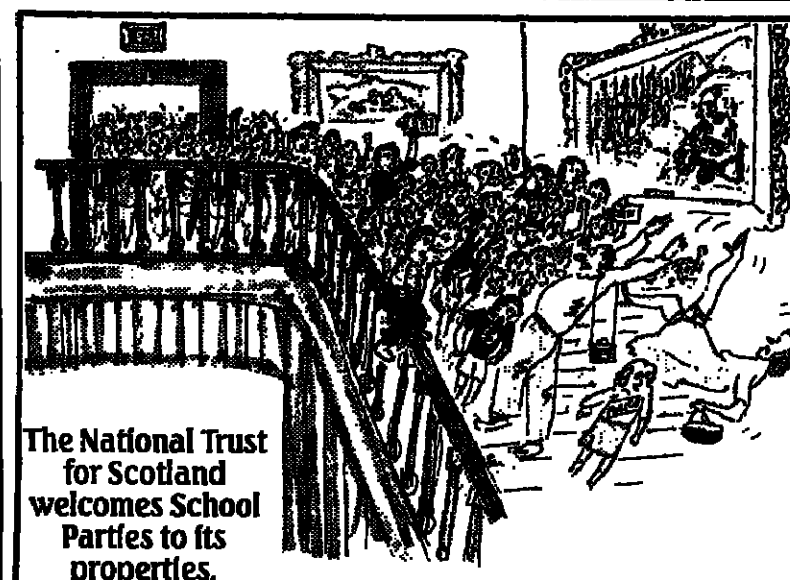
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All the world's a stage

A class of nine-year-olds clutching home-made clip boards clusters at the feet of the mechanical play from *A Midsummer Night's Dream* in the foyer of the Bear Gardens Museum. They have come from Mary Magdalene, Peckham, a local Southwark school and their visit begins, appropriately, with some local history. "What does 'Southwark' mean?" asks Patrick Spottiswoode, administrator of the museum and organizer of events. The children look at a model of London Bridge, the only means of crossing the Thames in Tudor times. Think what that must have meant to the many watermen: to own a boat was to be prosperous. Patrick and his assistant Sophie Hauser run the only part of the Globe Project, on Bankside near Blackfriars Bridge, so far functioning: the re-creation of Shakespeare's most famous theatre is held up for political reasons and the whole matter is sub-judice.

The class divides into two: half go with Patrick to look out over the river and contemplate the importance of sixteenth century Southwark, outside the city walls and free to offer leisure activities - bear-baiting as well as theatre. But before there were theatre buildings people acted in the street, in yards or (if they were lucky) the Court. The children are invited to think of the difficulties and distractions for the street actor. Think of huge gestures and booming voices. Then they hurry back to a room above the museum to work on a short specially written melodramatic script which tells of John Over, waterman, his violent death and the grief of his sweet daughter Mary, after whom Southwark cathedral was eventually named. They have become a troupe of street performers.

Meanwhile, in the museum, Sophie's group learn how theatre came

indoors and look at a model of the Globe. Then it's upstairs to prepare part of the mechanicals' play from *A Midsummer Night's Dream* in the theatre, a colourful reconstruction of the 1616 Cockpit stage, complete with balcony and tiring house. The class teacher watches from one of the pews in the auditorium, delighted that all the children, including those usually not so enthusiastic, are excited by their environment and eager to participate. Someone is Burbage, someone else Shakespeare. The play-within-the-play is a difficult idea to grasp: playing someone playing someone playing someone else is taken on trust and a Wall with plaques and a lion splendid in ruffa mane are among those who wrestle - on the whole successfully - with the text. By all the rules this should have been a failure: Shakespeare is difficult for the most adept readers of this age group, but the players revel in the challenge. Familiar with video, television and electric light, they are surprised to learn the importance of the words in setting scenes and times.

The groups perform to each other and each finds their audience attentive. Much is made of the commercial importance of theatre buildings: it was possible to skulk away without paying in the street but theatrgoers had to pay a penny in the "common box" (hence box office). The children are issued with foil-covered chocolate (more in the sovereign class) to pay their way into the theatre.

Back at school the groups can swap their experiences and fill in the worksheets provided.

The primary group is not typical of Bear Gardens visitors. Students of Shakespeare and his contemporaries at O and A level can experience for themselves the effect of theatre buildings on the text. Theatre history is

usually placed in a local context (though schools do come from all over the country) and talks and workshops can be adapted to concentrate on particular texts.

The museum is informative but consists mainly of print and illustration. Patrick Spottiswoode acknowledges that there are yet too few three-dimensional exhibits - though it is intriguing to examine the torture chair from Michael Bogdanov's production of *The Spanish Tragedy* at the National Theatre. It is complete with ash trays for Revenge to dispose of the ash from this cheroot - to comply with twentieth century fire regulations in theatre buildings.

The Bear Gardens Museum of the Shakespearean Stage - to give it its full title - is run on a shoestring and the enthusiasm of its staff. Revenue comes from groups who hire the theatre to perform plays of the period: the Good Companions are presenting *The Widow's Tears* by Chapman, which hasn't been staged since the seventeenth century, until tomorrow. Then there will be two plays by Middleton.

Lecture tours introducing theatre history from 1576 to 1642, workshops, lectures on specific texts, a Southwark walk and "theme days" on topics such as "clowns and fools" or "revenge tragedy" are offered to visiting groups. Patrick Spottiswoode is a young man with unimpeachable academic qualifications, but his enthusiasm is infectious. He is quite likely to announce, apropos of some historical point - such as the escapism enjoyed by the groundlings in watching members of their class playing kings and queens - "There you are: Southwark is South Park".

Further information: 01 928 6342

Heather Neill

Points west

"It is not enough to lay on a cultural feast. You have to make sure that everyone tucks in." This principle could be seen in action at an inaugural event of the second Bristol children's festival, as a milling crowd of five and six-year-olds chose books, dressed up, played with puppets and then listened rapidly to the story of the magic eagle's feather. . . . Scherensade travels this month to six centres throughout Avon and will reach 5,000 primary pupils: one sign among many of the organisers' determination to encourage experiments and stimulate participation, especially in those parts of the community where provision for the arts and sciences is generally meagre and where youthful talent does not grow on trees.

Young performers make a welcome

appearance in choirs, orchestras, a jazz band, Kids' Theatre, and, from further afield, the National Youth Dance Company and Children's Film Unit. An editorial team from Hanham High School has produced an illustrated anthology of local children's writing, retelling at 40 pence. Groups touring schools include Weather Music Inc. with the commissioned work "Listening Dance", and Daylight Theatre whose science-fiction show dramatizes "energy problems". The theme of this year's festival "landscape-townscape" has inspired a range of projects for different and precisely targeted age groups: an analysis and construction of the Environment of the Future, an advanced drawing course, and the Bristol Children's Festival Box Office, Radio West, Carons Marsh. Tel Bristol 276483.

mural depictions by teenagers of diverse neighbourhoods in the city. This composite display can be found in the specially converted Children's Warehouse which also accommodates a book fair, craft exhibition, accessible computers, and The Bristol Exploration of Scientific Models, the indescribably innovative apparatus of Live Support, the drama "Drink the Mercury" from Merseyside, and workshops for a multiplicity of activities, dance, chess, radio broadcasting and film animation.

Details and reservations from Children's Festival Box Office, Radio West, Carons Marsh. Tel Bristol 276483.

Marion Glastonbury

Under cover activities

Hugh David on how the teachers' industrial action is affecting visits

Visits cancelled, field trips postponed, Saturday morning sports curtailed, end-of-term productions not even so much as considered - the effects of the teaching unions' action on out-of-school activities are being felt by schools in all parts of the country. The heads of a random sample of schools in England and Wales contacted by *The TES* confirmed that extra-curricular work has either ceased altogether or been heavily curtailed. Both primary and secondary schools are affected. At Costessey County High School in Norwich sports fixtures remain virtually unaffected, while the fate of a long-planned holiday ski trip hangs in the balance.

According to headmaster Keith Newson, circumstances have meant that Hillside School at Boreham Wood in Hertfordshire has been particularly badly affected. A senior school, catering for pupils of 13 and over, its programme of geography and biology field trips has had to be much reduced in scale. "There's far less planned than I'd have wanted or even expected this time of year," said Mr Newson, "simply because of problems with cover. Even where I can arrange it, there are often just no suitable teachers available."

Drama work has been another casualty of the action at Hillside School. Under head of department Allan Stronach the school has established a strong tradition in this area in recent years and shares its facilities with a local community theatre group. But, although the community drama work continues, there was no school production to mark the opening of Hillside's new theatre earlier this year, and Allan Stronach is unable to start work on any other until the union action is over.

Outside school, too, the repercussions of the dispute are spreading wider and wider. There are reports of offices and factories having to alter working patterns to accommodate pa-

rents who have to return home at lunchtimes to look after young children. A whole range of organisations and institutions geared to receive school parties is also finding long-term planning difficult if not impossible.

"The action's having a very serious effect, very bad indeed," said a spokesman for the School Journeys Association of London. Its 3,000 member schools are able to make only the most provisional plans for foreign visits next year - or are simply unable to make any plans at all. "With the biggest schools making five or even six journeys a year, you can imagine the problems that causes," the spokesman added.

Museums and historic buildings are also feeling the effect of the ban on out-of-school trips. Both the Tower of London and the National Museum of Photography, Film and Television in Bradford, which organizes some of the most effective in-gallery educational work in the country, report cancellations of planned visits and fewer than expected bookings. The same pattern has been noticed at the Natural History Museum in London. School bookings are at about one third the level of last year, said the museum's education department, with both primary and secondary groups staying away. Courses for teachers have simply been cancelled.

But perhaps the most dramatic effects of the action have been felt by theatre-in-education and children's theatre companies up and down the country. Although even here there are sharp differences. Some London children's theatres - such as the Unicorn - have suffered relatively little; while Adrian Welch, administrator of the Smithwick-based Playtivity Theatre Company, candidly admits that the long-running dispute has had a "disastrous" effect on his company.

He stressed that he completely supported the teachers' action, but because of it he is now both unable and

unwilling to mount any further tours or commission any new work until it is over. "Teachers are not booking us because they fear they will not be able to accommodate us when we arrive," he explained. "This has been going on since last term, basically because the work we tour - shows like *The Children's Crusade* - need time above and beyond normal teaching time."

Big Brum, another Birmingham-based company, is facing similar problems. "We have as many provisional bookings as firm ones this term," said administrator Gavin Palmer. "Teachers are very sympathetic to us and know that in the long run such uncertainty is going to cause us problems, but on the other hand they don't know themselves whether or not they will be in school next week."

In sharp contrast, David Linnell at the Inner London Education Authority's Curtain Theatre remained positively sanguine this month. "We've obviously had the odd cancellation," he said, "but not nearly so many as you would expect." In large measure, he admitted, this was because of the established pattern of drama work, both at the Curtain and in ILEA schools: "The drama teachers who use us normally teach their groups for a whole morning or afternoon anyway, so it doesn't make much difference. They can bring them to the Curtain without needing special cover. The only tiny problem we have had has been with the programmes we do on set books. They are for English groups and I gather some schools have had difficulties arranging cover for teachers bringing classes to those . . . But no, overall I must say we expected things to be far worse than they have been."

Back in school, however, the problems remain, for drama as for everything else. As one primary head commented: "It's difficult to imagine, but there are going to be very few Nativity plays this Christmas."

Here and there

Gillian Thomas suggests a variety of outings

Puppets from all over Europe, India and Japan, some nearly 200 years old, will be on display at the Birmingham Museum and Art Gallery from November 20 to February 9 as part of its centenary celebrations. Owned by John Blundell, director of the city's Cannon Hill Puppet Theatre, the collection includes shadow puppets from Java and a rare set of 19th-century Punch figures. The exhibition will be accompanied by workshops and performances; details from the Community Relations Unit, the Council House, Birmingham B1 1BB. 021-235 3498.

The National Exhibition of Children's Art featuring paintings, prints, craft work and poems by children under 18, begins its six-month nationwide tour at the Royal Festival Hall, London on November 6. The 800 items on show have been chosen from 80,000 entries. The exhibition, which has been staged annually for 39 years, is currently sponsored by Cadbury's who introduced the poetry section this year. It goes on to Coventry (December 7 to January 11); Plymouth (January 17 to February 21); Derby (February 28 to April 4); Edinburgh (April 11 to May 16); Cardiff (May 30 to June 28); and Bedford (July 4 to August 9). Details and special arrangements for school groups from Granby Marketing, School Lane, Dunham Massey, Altrincham, Cheshire.

Demonstrations of block printing accompany "A Decorative Art", an unusual exhibition of 19th-century wallpapers which is being staged at Manchester University's Whitworth Art Gallery until December 21. Among the artists whose designs appear is Kate Greenaway who also illustrated children's books. There is also an audio-visual on 19th-century interiors and exhibits on wallpaper production.

To encourage school visits during the winter months, Drusillas Zoo Park at Ayrton, East Sussex, has an excellent Jobex Scheme. It enables

schoolchildren to spend a day working there. In pairs alongside the staff, they undertake all the routine jobs involved in caring for the animals. The zoo specializes in rare breeds of domestic farm animals. Indeed, its extensive education facilities are based on its strong conservation and breeding policies. It also publishes special Zoosilla resource packs on a wide range of animal topics. Further details from the Education Service there: 0323 870234. During December the Midland Railway Centre at Ripley in Derbyshire and the Mid-Hants Watercress Line at Aylesford, Hampshire, are organizing Santa weekends. Special train rides will visit Santa in his grotto. Details from Ripley 47674 or Aylesford 4200.

To celebrate its 150th anniversary, the Geological Museum in Cromwell Road, West London, has opened a



Halley's Comet as recorded in 1680.

permanent exhibition showing how the world's natural resources, from gold and diamonds to gravel and limestone, are used in everyday life. A series of room settings are cut in half to expose their contents. By pressing keys, visitors can discover what each is made of. Over 100 objects are also on open display for touching and there is a computer-aided resource section programmed to provide information on particular topics.

The Old Royal Observatory in Greenwich celebrates the return of Halley's Comet with a programme of events from December 9 to 20. It

includes open evenings when the public can look at the comet through a 28-inch refractor telescope and daily talks, films and planetarium shows for schools. A new play, *Returning Fire*, by Stephen Jeffreys, is being performed each afternoon. Schools can book to see it and attend the other activities through the Astronomy Section at the National Maritime Museum, Greenwich, London SE10 9NF or ring for details 01-858 4422 ext 277. School season tickets (for up to 30 children any day) cost £10.

Tokyo - Tradition in Japan Today is a festival of Japanese culture being held at London's Barbican Centre from November 28 to January 26. A traditional Japanese garden will be created where, in a specially-built tea house, visitors can take part in a tea ceremony as still performed on special occasions in Japanese households. Centrepiece of the festival, in the art gallery, will be paintings by 50 leading Nihonga artists who use traditional techniques. There will also be an exhibition and performances of Karakuri Puppets, ancient mechanical dolls developed originally for festival floats and forerunners of modern robots. Schools can book to see a performance, which lasts about 20 minutes preceded by an introductory talk. They can also sample the authentic Japanese tea. Resource packs for 11 to 16-year-olds have been produced. Details from Anna Parker, Barbican Art Gallery, Barbican Centre, London EC2Y 8DS; 01-638 4141 ext 306. School groups 75p per head.

A new display on the monuments and work of English Heritage can be borrowed from its Education Service, 15/17 Great Marlborough Street, London W1. It consists of four 900mm x 600mm panels with information and illustrations on both sides. Eff films and videos which can also be borrowed free, are now available from CFL Vision, its new film library. There is also a new telephone number: 02407 4433.

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ARTS

Setting the scene

Heather Neill at the NT's 'Duchess of Malfi' weekend

Philip Prowse announced cheerfully that his approach to directing could best be summed up as "Fascist Theatre." He expected actors to conform to his ideas in realizing a text and he rather wished that, like his designs, they didn't answer back.

The director of the NT's *Duchess of Malfi* was answering questions on the second day of the weekend, at Goldsmiths College. He was there for only an hour and a half, but his presence hung over the entire proceedings as surely as he determines that the ghost of the Duchess presides over Act V. The 220 participants, sixth formers, students, teachers, tourists and enthusiasts were impressively well-informed and thoughtful in their discussion but, inevitably, the subject was more often this particular interpretation rather than the play as written by Webster.

The tone was set on Saturday morning by Ian McKellen who talked eloquently about the shortcomings of the National for a "company" actor (previously actors were recruited for one play at a time and had no sense of "belonging") and about the modern reluctance to give the actor administrative power. Then Peter Hall asked him to direct a company and, with his collaborator Edward Petherbridge, he invited Philip Prowse, ex-administrator and designer/director at the Glasgow Citizens' Theatre, to direct the first production. He chose *The Duchess of Malfi*. So came about an irony: actors, at last in control, employed a director who is capable of admitting publicly that he is not in the least interested in actors' opinions and



would as soon work with marionettes. If that sounds like a recipe for disaster, there is one actor who confesses to being "dismayed" at how things have turned out. Others, like Greg Hicks (Antonio), who eventually decided to trust Prowse, report that the *Duchess* was an unforgettable experience and one they could bear to repeat.

Prowse presents the horrors of Webster's world, the concentration on corruption, money, death and sex. He has no truck with actors' attempts to understand their characters' psychology and he especially disapproves of them appealing to the audience's sympathy. In short, everything that an actor is most likely to want to achieve and his/her usual methods of doing so must be abandoned. Even the *Duchess* (Eleanor Bron) is a "ruthless bitch" who selfishly abuses her power to drag a silly man into danger. Some of the more humane lines are removed to bolster the interpretation. On Saturday morning, before most of the participants had seen the production, Ian McKellen (Bosola) said he was more and more pleased with its de-

velopment. On Sunday, the director began to wonder if his steely view was intact. (He had not seen a performance since the first night.) But then, as Mr Prowse claims, actors are a "volatile and subversive" lot.

Simon Trussler, editor of *New Theatre Quarterly* and a lecturer at Goldsmiths, put the play in its literary and historic context. He too dislikes sentimentality and supports Mr Prowse's reading as a valid one.

After lunch, Edward Petherbridge (the Cardinal), Eleanor Bron, Greg Hicks and Jonathan Hyde (Ferdinand) took text-based acting workshops while Julie Legrand brought along costumes ("very uncomfortable"), scarious wigs and make-up to demonstrate the disintegration of her character from court lady to mad woman.

Edward Petherbridge wittily led his group through various styles of acting before turning to the text, but everyone spent a good deal of time answering questions about their contribution to the production both in their groups and in the plenary session afterwards. It had been an enjoyable, informal weekend with no punches pulled.

The latest thinking

Hamlet and Measure for Measure. Workshop afternoons at Queen Mary College, University of London. Performances at the Chancery Theatre until November 9.

The Tower Theatre Company has taken the popular set text "page to stage" exercise one step further. They are performing, in their entirety, not one but two A level texts on the evening of their workshop and study sessions. It's an important and necessary step and it's one that most companies of this kind simply can't afford.

There's another bonus. The sessions are run by Professor Nigel Alexander (he of the Alexander text) and Rosalind King, both Elizabethan drama experts. In their spare time, when not teaching at the university, putting on plays and study sessions for schools and so on, they are editing Shakespeare's complete works for Collins.

In other words, they know rather a lot about their subject. Armed with this knowledge, they stroll bravely across the demarcation lines between scholarship and theatre, and theatre and education. The study sessions and workshops that precede the *Hamlet* performance start with scholarship and end with education, not about what the play is, but how it might be acted. The scholarship part, in the form of a lecture double act played (in a horrible echoing hall) by King and Alexander, is very demanding. It confronts A level students with the latest thinking on *Hamlet*. If (like me) you didn't know about it, here's a brief resume:

Shakespeare's true intentions for the play - his final revisions - are to be found in the First Folio of 1623. This lacks (among other things) the seventh soliloquy, "How all occasions do inform against me" and has the effect of making the character of Hamlet seem neither mad nor procrastinating. It's not the sort of news that many of

us will lose sleep over, unless, of course, we happen to be A level students, teachers or examiners. For some students, the introductory lecture was a challenge to what they had already been taught. There followed a chance to quiz actors about the effect of the approach on the play's performance. Teachers of the students lucky enough to have their own *Hamlet* to interrogate would have beamed with joy at the amount of text dipping, quoting and argument during the session, with the young actor playing Hamlet parrying and thrusting in response. Alexander and King are another advantage in linking the workshops with complete performances. It gives young actors a crack at the major roles.

Giving students a crack at the actors in practical sessions, however, always a bit of a miss, is dictated more by circumstance than skill. Perhaps an idea worth considering would be casting the student as director rather than actor, allowing a chance to experiment with "real" performers. In any event, the sessions I saw inevitably promoted an increased familiarity with the text.

"I'd no more cut a Shakespeare play than a Mozart piano concerto," insists Professor Alexander referring to the accompanying performance of the play, which he and Rosalind King have co-directed. A couple of teachers with an earshot of the remark looked a little worried, especially those with a long journey home. A four hour uncut *Hamlet* is by no means unusual. However, this scholarly double act believe that faithfulness to the text need not be associated with lower back pain, and promise their full text in less than two and a half hours.

Nick Baker

For more details ring Diane Gold, 01-980 4811 ext 3073/3074 and for recorded booking information ring 01-985 1849.

Television

Crucial decisions

"Lots of things are being said at the moment which are not rational, do not stand up to examination..." Superintendent Dick Stacey, Community Liaison Officer in Tottenham, was being interviewed in the back of a police car on TV Eye (TV, October 10). He went on to attribute some of the deterioration in community relations to the absence earlier in the summer of Dolly Kiffin, founder of the Broadwater Farm Youth Association: "I think she underestimated her own importance." Before the programme was over, he and Dolly Kiffin were together in the studio, arguing violently about responsibility for the trouble and each attacking the other's reaction to what had happened. The breakdown in community relations could hardly have been illustrated more clearly.

The riots in Handsworth, Brixton and Tottenham, occurring when they did, inspired some more and some less rational assessments at the party conferences and Godfrey Hodgson analysed the three main explanations offered by politicians and the press (What the Papers Say, Channel 4, October 11), according to whether they interpret the riots as legitimate self-defence against the police, a reaction to unemployment and deprivation, or a criminal outburst instigated by agitators. Later in the same evening, the first in a new series of Well Being ("Fit to Lead", C4, October 11), nicely timed to coincide with the end of the party conference season, subjected world leaders, past and present, to a quick medical check-up. A number failed: Roosevelt, Eden, Pompidou, Brezhnev were shown to have been severely physically impaired when taking crucial decisions. Others were judged for further stress: Kennedy, Nixon, Carter and Reagan among them. "Many politicians are mentally not as robust as they might

be," we were told, and, retrospectively, this could explain some odd goings-on at the conferences.

If the cabinet and its shadow seem party-faced and mentally not too robust, it could be the fault of the House of Commons canteen. A two-hour investigation (Good Enough to Eat?, ITV, October 8 and 9) came up with some unsurprising, but disturbing facts. Mushroom soup, whipped dessert and biscuits may well contain the same, relatively unwholesome ingredients, differentiated only by artificial colourings and flavourings. Children are especially vulnerable, as you can see from the afternoon television commercials for crisps and para-crisps, which are reconstituted potato dusts with E-numbers. As for sausages, ham and beefburgers, they are made of meat recovered by a process advertised in a food trade magazine under the slogan: "Why sell meat when you can sell water?"

Peggy Fenner, parliamentary secretary at the Ministry of Agriculture, illustrated a common mistake of government spokespeople on such programmes by appearing complacent when she hoped to be reassuring. Even before programme two, how they feed cattle with hormones and antibiotics, Claudia had announced that she was becoming a vegetarian and I was faced with the problem of catering for that, as well as an unshakeably carnivorous son with an aversion to wholemeal anything. I turned hopefully for advice to The Taste of Health (BBC2, October 10) where Judith Hann was learning from two leading restaurateurs how to create delicious meals without E101 or antibiotic steroids. Unfortunately, I don't have a garden full of fresh herbs and my children, otherwise divided on the matter of what comes out of my kitchen, would be unanimous in their rejection of crab wrapped in spinach.

and sweetbreads in white wine. Admittedly, this was special fare for a dinner party, but our problems are day-to-day cooking and supermarket shopping, not the occasional blow-out.

"I'm going to eat myself sick tonight," said one of the four adolescents whose summer was the subject of "In Between Days" (Forty Minutes, BBC, October 10), as they set out for a meal in Milton Keynes. This *cinéma vérité* documentary was slightly boring: Chris and his friends were nice enough kids - too "nice" perhaps and certainly miles from Tottenham or Handsworth - but the film never suggested what lay behind those agreeable smiles and neat haircuts. It had its moments, however: their four faces watching a horror movie on television as Dad passed to and fro with the lawnmower outside, for example. Reviewed in 20 years' time, it may say something about an Eighties adolescence, playing telegames, hanging on the end of the phone, meeting in the hamburger bar and enduring school...

"The schools in this country are for teaching and learning, and not for political indoctrination," Mrs Thatcher told the Conservative Conference, conjuring up from the late Sixties an image of long-haired Marxists in dufl-coats earnestly instructing their pupils in the works of Mao and Marcuse. Happy days... Earlier still, in the Fifties, apparently, they had schools like Drummucks (ITV, October 11) where there are only three pupils to be found and the staff spend their time playing bridge and sorting out their amorous relationships. This week, at last, the Head was trying to attract more boys. "We should look seriously at commercial practice," his deputy said, proposing a more aggressive sales policy for the school. I feel sure that the Prime Minister and Sir Keith Joseph would approve.

Robin Buss



German continuities

German Art in the 20th Century. Royal Academy until December 22.

It may seem mean-spirited to criticize what is after all the largest display of German 20th century art ever mounted, but this massive exhibition is a highly selective one. There is no art of the Third Reich, no photography as such and only a handful of Berlin Dada collages. The exhibition's subtitle might explain the last two omissions and attempts have been made to justify the absence of Nazi art, but if the Russian Kandinsky can be rightly included in the Blaue Reiter group, why have Lissitzky, Moholy-Nagy and others been excluded along with any representation of German constructivism?

The declared intention of this partial retrospective is to show the continuities in German modern art. What those acquainted with the period and the current international star system cannot fail to notice is that a more partisan point of view is being promoted. The last four galleries focus on the much publicized work of Penck, Lüpertz, Kiefer and Baselitz, all seen in the Royal Academy's "A New Spirit in Painting", an exhibition organized in part by the same team as this one. Almost all the preceding groups and individual artists have been chosen to create the effect of an inevitable succession.

With few exceptions, these are generously represented. Kirchner's neo-primitive, stridently coloured paintings and hacked sculptures contribute to a formidable collection of Brücke pieces. Franz Marc's pantheistic vision of human and animal life is given sufficient space to compete with the even more mystical, apocalyptic one of Kandinsky, whose highly abstract, pre-1914 canvases contrast sharply with the equally explosive, contemporary townscapes of Ludwig Meidner next door. While Klee, Koshka, Ernst, Madersohn-Beck-

er, Barlach, Kollwitz and others put in substantial appearances elsewhere, the visitor passes on to what are mini one-man shows of Lovis Corinth and Beckmann followed by Grosz and the Neue Sachlichkeit paintings of Dix and Schad.

It is here that the explicitly political photomontages of the Berlin Dadaists should have appeared with the anti-Nazi images of John Heartfield set in opposition to those supporting the national Socialist. Omitting both factions history and obscuring a fuller understanding of the celebrated quartet representing German painting now. Three of these were born during the holocaust and Lüpertz's use of Nazi imagery has been sufficiently ambiguous to raise doubts about his intentions - unlike the work of Joseph Beuys, limited here to sculpture. Suspended from a metal grid under the central dome like a guillotine about to fall is his enormous bronze, "Lightning".

Now that British indifference and active opposition to German art are giving way to a growing interest, what we most needed was a complete survey. Neither the exhibition nor the catalogue provide this. Visitors, particularly teachers, would be well advised to take advantage of the Royal Academy's programme of supporting events. Jointly organized with other institutions, there are films, concerts and 30 lectures ranging from Mazdaznanism at the Bauhaus to DDR art and culture. The Royal Academy's Education Department has conferences for teachers and students as well as an excellent, comprehensive pack of background material including sheets on Dada and Fascist art. For further information, contact Mary Anne Stevens 01-734 9052.

Michael Clarke

Above: Max Beckmann, "Die Loge", (The Theatre Box), 1928

SCSE book prizes

The Standing Conference on Studies in Education has just announced the winners of its prizes for the best books on education published in 1984. The first goes to Professor G H Bantock, whose book *The Minds and The Masses* is published by Allen and Unwin. This second volume of Professor Bantock's study of the history of educational theory is commended for its usefulness both to new students and to

experienced scholars, and as an admirable introduction to writers such as Coleridge, Herbart, Marx, Tolstoy and Dewey. The second prize, for a "first-time author", goes to Dr Phil Gardiner for *The Lost Elementary Schools of Victorian England*, published by Croom Helm. This is commended for its combination of erudition and apt use of oral reports and case studies.

Berkoff's obscure object

Agamemnon. Basement Youth Arts Project at the Albany Empire, Deptford.

Splendid but obscure would have to be the verdict on this new young people's show. The credit for the splendour has to go to the production, in which the chorus demonstrates the difference between ensemble playing and sheer drilling. They burst into the auditorium of the round theatre, never afraid to catch an audience member's eye. They argue with each other, they listen to each other, they speak in unison. The chorus of Stephen Berkoff's musical script. It's a magnificent achievement, made all the more effective by simple costume and individual make up and by excellent electronic/acoustic music which flirts with concrete and jazz.

Each chorus member holds a white

stave which works as weapon, walking stick, the superstructure of a Greek ship, mob noise-maker (bashed in deafening unison onto the plain circular set) and eventually as the bars of a prison for Clytemnestra and her lover Agamemnon. While there may be a bit too much of the wicked witch in this Clytemnestra, dressed in a red evening gown with a spangled tail that she flicks like an irritable marmalade, the messenger who brings the news of Agamemnon's victory over Troy gives a marvellously individualistic performance, pumping every ounce of poetry from Berkoff's deliberately anachronistic account of the battle and shrinking shame-faced at having to give the news of Greek losses. All newswriters should perform in this way.

The obscurity is not Basement Youth and part Berkoff. The production features an over long initial chanting of the background story about

Menelaus and Helen. The chant takes place from off stage. During it, the programme says intriguingly, "The part of Agamemnon is competed for so any of the male characters will perform it." Whatever form this competition took (Toss of a coin? Greek literature quiz? Arm wrestling?) I'd have liked to have seen it. Berkoff's adaptation is difficult for both performer and audience alike. Given a choice between effect and effective story telling, he chooses the former every time. All the same, it's refreshing to see a youth theatre team who are willing to tackle this sort of project alongside more accessible social realism, and director Oscar Watson is to be congratulated for demonstrating that there's more to choral speech than verbal square bashing.

NB



Out of the bag

This Story's Not For Telling. Tara Arts Group. On Tour: 01-871 1458/90

An enigmatic, attractive medley of material and styles makes Tara Arts Group's new production an immensely enjoyable experience. Devised in collaboration with Dr A. Srinivas Kapur of the National School of Drama, in Delhi, the show ("play" would give an inadequate impression) draws on many of the resources of Indian folk theatre in order to explore the subject of communalism, past and present, on the Indian sub-continent and in this country. The material ranges widely: General Dyer, Hindu-Muslim, and Hindu-Sikh conflict, the Partition riots and Hindu-Muslim, all dealt with or alluded to at one point or another.

Bypassing naturalism and psychological realism, the company approaches the subject through vignettes, fables, parables and traditional stories, which are partly enacted, partly narrated, partly mimed or danced, and punctuated by music. The Indian folk theatre techniques - a chorus, a story-teller, a certain from behind which the characters make their sometimes teasingly delayed appearances, and masks - combine with these different forms to make a series of vivid scenes.

The blend is stimulating, although there are occasions when the connection with the ostensible subject seems a bit forced, as in a re-enactment of the fable (familiar to many through the Pardoners' tale in Chaucer, but rooted in the older Buddhist Jataka stories) of the three travellers who find some jewels and end, up by killing one another as each attempts to appropriate all the booty.

The programme describes the production as "a bag of stories", and this is an apt description. The actors dip their hands into the bag and come up with something new and entertaining each time; and if the focus does sometimes get blurred, this is something that is quickly passed over in the show's swirl of activity.

Ashok Dey

Five easy pieces

British Journal of Music Education Edited by John Fyner and Keith Swanwick Cambridge University Press Annual subscription £16.00 for three issues published March, July and November; Single issues £6.50

Now five volumes old, the *British Journal of Music Education* is well established as a forum for new ideas in music education at all levels. Even in serious debate, a joke never comes amiss. In "Da capo" (July 84) Phil Ellis delivers a barbed attack on music teachers who harp on Bach and Handel at the expense of practical music-making through his bracketing of art and home economics teachers in the same category is perhaps a little unfair.

Felix Cross (November 84) reports on an experiment to introduce adults to rhythm and blues, rock and reggae in an article well illustrated with practical examples that could be used as the basis for a survey of the development

of the genre. Teachers preoccupied with the problems of assessing children's creative compositions will find some interesting comments from Brian Loane, who concludes that "the complexity of thought embodied in children's compositions is greater than we are able to explain in words" (November 84).

Assessment of performance, in particular group guitar work, is the subject of Ian McDougall's report on the research project at Dundee College of Education (November 84) while Klips Horn's excellent survey of initiatives in community music (July 84) raises some vexing sociological questions on accepted notions of work and leisure. In the same issue, Piers Spencer stresses that it is the idiom rather than the process which is important in the teaching of jazz in the classroom. Further coverage is given to jazz in the latest issue (July 1985) with Lionel Crispin discussing the Guildhall School of Music's approach to the teaching of jazz, and no fewer than three contributions on

improvisation. An Eysenck-type analysis of pupils' preferences in music, from Jeremy Neville, yields surprising results.

The March 85 volume is devoted to instrumental teaching with Sheila Nelson writing personally and practically on her Tower Hamlets project involving 1,000 young string players from 11 LEA schools. Michael Stimpson contributes a thoughtful study of the role of the guitar in music education.

The reviews section of the July 84 issue contains a useful round-up of school musicals. The cassette, published once a year in November, is an essential accompaniment to many of the articles. Practical, theoretical, philosophical, controversial and often occasionally irritating, the BIME is fulfilling the long felt need for a central body disseminating information about who is doing what and where in music education.

Phillipa Davidson

Party on wheels

Mary Hoffman on the Book Train's whistle-stop tour

At first it was a party on wheels. Hurling along the tracks from Euston to Milton Keynes last Saturday morning, a large group of authors, illustrators, publishers and journalists coped with the problems of eating a champagne breakfast standing up in a swaying train. It was no ordinary computer-type diesel. This was British Rail's special exhibition train, which had been vividly painted by children - under the guiding hand of Jan Pledowski - for children's book week.

This event, the tenth of its kind, is organized every year by the National Book League. But this one was the biggest ever promotion of children's books, covering nineteen cities in eight days and costing around £70,000. The money was raised by sponsors led by W H Smith and included all the major publishers of children's books.

From Milton Keynes onwards, the children began to outnumber the organizers. Enthusiastic publicity on *Blue Peter* and other network programmes brought huge crowds into all the stations on the weekend part of the route. At Milton Keynes, while the station was besieged by eager train-boarders, many extra celebrities gathered in the huge shopping centre. Two four-year-olds, Simon and Jonathan, were almost in tears clutching their Shirley Hughes drawings of her children's book character Dogger - the whole experience had been too much for them.

Back on the platform nearly 50 members of the Buckinghamshire Children's Book Group climbed onto the train, while others, some in wheelchairs, made paper crowns and badges or had their faces painted. Authors and illustrators Jan Ormerod, Val Biro, Michael Rosen and Andrew Davies were kept busy signing their books. Their table was by a noisy generator on the train so none of them could read to the children but every one seemed happy, holding a signed book.

After the last child had passed through the three exhibition coaches and the W H Smith bookshop carriage, the train was packed up and moved off, while the organizers collapsed exhausted. They conducted a quick post-mortem and redeployed their troops for the next stop. NBL staff and the specially hired team from Camron public relations firm were all staggered by the response.

When the train arrived at York in the evening, it was chilly and almost dark but the platform was thronged with waiting children, being entertained by a larger than life model of Superted. There was slight confusion while organizers tried to get all the gear out onto the platform without knocking over the children who were clustered up close to the train.

In the falling light, Andrew Davies, the only author who had travelled on from Milton Keynes, returned to the task of signing books and was joined by illustrators Colin Hawkins and Victor Ambrus. The most rapturous reception came from the Lindley House special school group, who presented the organizers with a hand made model and painting of their version of the book train. Alison Porter, aged 13, from Lindley House, when asked what she liked best said with glowing eyes "all the books!"

After a spartan night spent by the organizers in the Henton sidings, the vividly decorated train rolled into Newcastle. Children had been queuing up since about 9 o'clock and were rewarded by witnessing a stage fight between Postman Pat and Fungus the Bogeyman. Once on the platform they could watch the amazing magician Cynthia Neptune or talk to the W H Smith robot, whose hearing and conversational powers were exceptional. Newcastle was a great stop for illustrators. Rod Campbell, Colin McNaughton and Anthony Browne all



obligingly and very carefully coloured pictures for children, regardless of their book-buying. Five-year-old Helen Marrs from Anfield Plain School came away from Rod Campbell with a splendid multicoloured clown. She told him how it should be coloured and he talked to her all the time he was drawing.

The platform at Newcastle was swarming with children. On the first two stops Smiths bookshop on wheels took nearly £2,000. Linda Britton, who manages the W H Smith bookshop at Preston, said they would normally expect to take about £700 a week in the children's book department there. "On the book train we've been selling books right across the board - hardbacks and paperbacks, all ages, books by the authors who were there and those that weren't". Ronald Dahl wasn't there but they had already sold out of their stock of his new Puffin paperback *The Witches*.

All the tables and signs and costumes were bundled back onto the train and it set off for Stirling and the rest of its eight-day whistle-stop tour, bringing books to children all round the country and fuelled as much by enthusiasm as diesel. This is one train that is definitely delivering the goods.

The Book Train returns to Waterloo Station tomorrow at 2.30pm.

Above from the right: Mike Rosen, Val Biro and Jan Ormerod



Hitting the headlines

David Lister on 'Newspapers in Education'

Newspapers have always been in schools. But apart from the very occasional discount scheme, there have been few systematic attempts by newspaper managements to get copies of their products into schools in bulk. This situation now appears to be changing. After years of inactivity, the Newspaper Society, which represents the managements of virtually every paper in Britain, apart from the big national daily papers, is now making a concerted and well-planned effort to get papers into schools. It is holding conferences and producing literature for newspaper publishers on the benefits of closer liaison with schools, and even producing its own fairly sophisticated curriculum materials which teachers can use to plan lessons in a variety of subjects. This is all part of a new Newspaper in Education scheme which heralds the possibility of a dramatic improvement in relations between newspapers and schools.

This sudden enthusiasm is motivated of course not only by aspirations to further democracy and widen the horizons of the young, but also by pressing commercial reasons. In the last few years a new and crucially important concept in newspaper publishing has swept through the country: the free newspaper. This development has helped to concentrate the minds of newspaper managements to realize the truism that the 10-year-olds of today will be the 30-year-olds of 20 years' time when they will be needed to bolster the circulation figures. It is in fact an American Newspaper in Education scheme which has particularly impressed the Newspaper Society in Britain. In the United States there are more than 600 programmes in which newspapers work with local teachers. Research there indicates that using the newspaper in the classroom can have a positive influence on motivation, attitudes, reading, mathematical skills, knowledge of current affairs and classroom communication.

The *New York Times* sells over 200,000 copies a day as a direct result of the scheme. The *Chicago Tribune* has 20,000 firm orders a day directly into schools. And in both the USA and Canada the scheme has resulted in children persuading their parents to take up the habit again of buying newspapers. But it would be misleading to give the impression that the sudden interest of newspaper managements in the education system is simply due to the lure of higher circulation figures and higher profits. Local and regional newspapers have, much more strongly than their 'national' counterparts, a strong community sense. If they can be persuaded that they are fostering community involvement by taking part in the scheme, that would probably be sufficient to arouse their interest. What then is Newspapers in Education? According to the Newspaper Society it is 'primarily a cooperative effort of newspapers working with local schools to use the newspaper as a tool for instruction. Under the programme, newspapers provide copies, usually at reduced rates, to schools for use in their classrooms. They also sponsor teacher education programmes and offer curriculum materials to help teachers use the newspaper as a resource for student learning. Each programme differs according to the needs of the local education community. A pilot Newspapers in Education scheme has been running for exactly a year now in Birmingham, where the education authority, a number of local schools and the main newspaper group, the Birmingham Post and Mail, have been extremely enthusiastic. The experiment is now being studied with interest by other education authorities and newspaper groups. The Birmingham experiment has been under the supervision of Richard Beattie, a local teacher seconded for two years to the Newspaper Society to coordinate the Newspapers in Education scheme. His brief was to create

strategies on behalf of the Newspaper Society and the Birmingham education department which would establish the wider use of newspapers in schools as a teaching aid and stimulate pupils' interest in them as a whole. The city's chief education officer wrote to all the city's secondary schools asking them to nominate a teacher to participate in the scheme. Twenty schools showed interest and teachers from these schools had regular meetings with the project coordinator, who also involved local education officers and school inspectors and advisers in developing specific teaching schemes using the newspaper in the classroom as a pseudo textbook. A series of workshops for newspaper editors and their staff was also organized.

Newspapers were provided free to the participating schools by the Birmingham Post and Mail on a regular, though not daily, basis. Teachers used the newspapers in a variety of ways with pupils of varying abilities and ages, with pupils visiting newspaper offices and newspaper staff visiting schools. Schoolwork using newspapers has included: a course in politics, using the newspaper to follow current events; a course in school history in which a school can investigate its past through local newspapers of past and present; a course in art and design looking at newspaper advertising, lettering, logos and printing; a course in English, studying how a news story is compiled; a course in commerce with advice from the *Birmingham Post* financial editor; and a course called Newspapers Across the Curriculum, in which all work was newspaper based, including aspects of geography, history, English and mathematics.

The teachers involved with the project have discovered that using the newspaper in the classroom as an alternative resource has been welcomed by the pupils, has been cost effective and has provided topicality and local interest in a way that other resources cannot. In several schools, it has been with the less able pupil that the newspaper has proved to be most effective. In Park View School newspapers have been used to great success to motivate pupils recently arrived from Asia with very little English.

It has been suggested that those adolescents who find little relevance or interest in school see the newspaper as related more to the adult world and therein lies its appeal. The fact that the paper can be changed at regular intervals, is expendable, and provides a variety of material in each copy, may also have helped.

Particularly interesting has been the work of the one primary school, Woodcock Hill. The work produced by the fourth year junior pupils was of the highest standard and they retained a high level of enthusiasm throughout the half a term that they were closely involved. Their teacher reported that the pupils had quite clearly improved in terms of their reading ability, had become better informed about their city and many were now able to read a newspaper article and begin to form their own judgements about it. According to Birmingham school inspector John Grimes: 'It has been a positive force for curriculum change in schools.'

The Newspaper Society has also produced a curriculum booklet for

teachers on the editorial and production functions of a modern newspaper. A set of slides is being produced for teachers to use as an audiovisual aid to this booklet. This is a structured course, designed to suit a variety of age and ability ranges. Each curriculum unit can be used in isolation or as part of the complete programme. It suggests ideas for work revolving around newspapers in virtually every subject on the school timetable - from mathematics (working out word counts on a page) to geography (discussing how to cover news stories in far-flung corners of the globe). It would be foolish to pretend that the teaching profession has a high opinion of newspapers, particularly national papers. The press in recent years has taken an anti-teacher stance, blaming some of the nation's perceived social ills on a supposed decline in educational standards, with precious little evidence to support such conclusions.

In addition, teachers are rightly critical of methods of news selection and treatment the press gives to the news - the glib way that many issues are presented, the distressingly prevalent sexism one encounters, with newspapers often describing women either in terms of looks and hair colour or in terms of their husband's occupation, and the sometimes subtle, sometimes propagandist political bias which often appears to be pro-Conservative, anti-left and anti-trade union.

Teachers are also uneasy about the way language in newspapers is reduced, for reasons more apparent to journalists than those outside the profession, to a sort of jargonized formula. Complex arguments being translated into 'rows', 'snubs', 'probes', etc does not commend itself to teachers who might initially react with some cynicism to the Newspaper Society claim that a newspaper 'contains practical' vocabulary which extends students' language skills.

If the Newspapers in Education scheme succeeds in lessening the hostility between teachers and the majority of newspapers - if it starts at long last a two-way process in which newspaper managements not only get their products into schools but also listen to what teachers have to say about the influences of their newspapers on children, and how they see improvements being made - if this sort of dialogue can begin, and it is a big if, then this scheme might achieve far more than boosting the ailing circulation figures of various papers and producing a new generation of newspaper readers.

Encouraging a generation of youngsters to read newspapers and become more aware of and active in the community in which they live is of vital importance. And it would be a notable success. But bringing about a much-needed improvement in standards of journalism, in the values that permeate many newspaper managements and their products, and in the liaison between newspapers and education which might lead papers to reflect more accurately the needs and aspirations of the community they serve - that would be a triumph.

David Lister is news editor of *The TES*. The above is an abridged version of his address to the Second International Symposium on 'The Press and Education', in Barcelona this week.

EXTRA

CRAFT DESIGN AND TECHNOLOGY



Then... 'manual training' at Penton Road School, Nine Elms, in 1905.



Now... CDT at Paddington College on the site of Beethoven Street School where it all began a century ago.

Born in Beethoven Street

Rick Rogers records a century of technology in schools

Technology teaching in British schools began a hundred years ago, on 26 September, in a shed in the playground of the Beethoven Street elementary school in the Paddington area of London. Instruction was provided by the school caretaker, John Chenoweth, who just happened to be a carpenter by trade.

It was, in fact, a brave experiment almost killed off by the Government's refusal to recognize the lessons as eligible for grant-aid.

In the 1880s, British industry - as today - faced a crisis. 'Continental competitors' had the edge. As today, industrialists blamed the schools for not being geared to industry's needs. 'The present methods of teaching in our public elementary schools do not satisfy the wants of the nation, or do justice to the children who are compelled to attend' said Manchester industrialist Sir William Mathers.

In May 1884 a Royal Commission on Technical Instruction, under Sir Bernard Samuelson, recommended that manual instruction in wood and metal be introduced into elementary schools. 'The idea was picked up first by the

London School Board. It agreed to the Beethoven Street school starting two classes of 25 to 30 boys to be taught manual instruction in wood two afternoons a week. (Girls were not considered at all; they could do cookery, laundry or housewifery.) The cost of the new shed, tools and materials was £50; John Chenoweth was paid 4s a week.

These classes attracted wide public interest. But they soon hit a problem. According to government regulations, manual instruction did not count in the pupil attendance register by which a school's government grant was calculated. The school was then surcharged by the Local Government Board's auditor for the money spent on running the classes.

In May 1886, Samuelson tried to persuade the Government to make grants for technical education as it did for science and art education. It refused.

In desperation the Beethoven Street head and governors appealed for money to the City and Guilds of London Institute. A joint committee of Institute and London School Board

was formed and the Drapers Company put up £1,000 a year to equip four schools for technical education. Within five years, over 4,000 London boys were being instructed; ten years later, the number topped 55,000.

In 1890 the Government did concede the grant issue on manual instruction. But schools were urged to operate as cheaply as possible. That meant an emphasis on woodwork rather than more expensive metalwork. These practical subjects remained low status. The innovativeness of the Beethoven Street experiment did not last.

There are other parallels with today. Schools are again being pressured and moulded to fit in with industry's perceived needs. Technology work in schools remains narrow and low level. The CDT teaching force lacks key technological skills for the future. There is no engineer or technologist among the 1100 inspectors for CDT and few among its advisers.

But probably the biggest similarity is our chronic cultural problem that undervalues those practical skills Beethoven Street school was determined to develop in 1885.

Coming in - slowly

Marsha Hanlon reports on the recruitment of women to CDT

Because few women teach craft, design and technology, girl pupils lack role models to encourage them to choose CDT as an option. Because so few girls study CDT at school, not many enter teacher training institutes to become CDT teachers.

A national initiative to break this self-perpetuating pattern was the recommendation made by the *Formal Investigation Report: Craft, Design and Technology Teacher Training*, published by the Equal Opportunities Commission (EOC) in April.

This report called for teacher training institutes, the DES, local education authorities and schools to join together in a campaign to make CDT and its teaching more attractive to girls and women.

'Focusing' on 23 teacher training institutes in England and Wales, the

EOC investigators looked at recruitment and selection of students and course content. They sought further information from local education authorities and from women CDT teachers. Although they found widespread concern about the shortage of women CDT teachers, responses to the problem were scattered and localized.

One discovery was that few women entered CDT teacher training by reading recruitment literature and applying to the department. Instead, they came one head of department put it. Sometimes they were directed from related first degree courses such as art and design; or they were offered retraining in CDT by local advisers. Frequently, they had never heard of CDT until it was suggested that they train to teach

it. Countering this haphazard entry system were CDT departments which used illustrations of women in their course literature and wrote to neighbouring schools, stressing that female applicants were especially welcome.

Others sent positive letters to girls who enquired about the course, or actively encouraged girls to visit the department and attend seminars and day schools. The EOC report quotes lecturers and students who suggest that the best method for recruiting girls would be to make CDT a compulsory subject up to age 16.

Colleges commended for their selection policies included those which initiated their own tests for mature students instead of relying on O or A level results.

continued

Design & Technology Education and Training

22-24 October 85
Wembley
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Manufacturers, Colleges and Educational Bodies make this an annual meeting and discussion place for all those involved in the teaching of C.D.T.

2 day conference organised by 'DesTech' Association on Tuesday & Wednesday.

No school parties will be admitted (sixth form pupils by prior arrangement only).

Full details including subsidised travel arrangements from:

ICHF Ltd., Dominic House, Seaton Road, Hightcliffe, Dorset.
Tel. 04252-72511/72711

notes

LANGUAGE DISORDER

'LTR 1' is the name of a new scheme devised by the ICAA (Invalid Children's Aid Association) for the language disordered child. It aims to teach the meaning of the written symbol within the developmental grammatical structures. There is a word vocabulary of 53 nouns, 20 verbs, 14 adjectives, 6 prepositions, negation and two interjections; selected in order of frequency of use by 6½ to 6½-year-olds. The complete set costs £50+£2.75 p.p. from the ICAA, 126 Buckingham Palace Road, London SW1 9SN.

FILM & TELEVISION FESTIVAL

The first Birmingham Film and Television Festival will take place from October 24 to November 2. Using the theme 'The City Experience', it will combine a

programme of new releases, retrospectives, forum events and television material, as well as free children's matinees.

The Liverpool of 'Brookside' and 'Letter to Brezhnev', the New York of Woody Allen and Gene Kelly, the London of Hitchcock, Ealing and 'Territories', as well as the Birmingham of 'Gangsters', 'Empire Road', 'Baker's Dozen' and 'Crossroads' will be among the films represented through a blend of film and television work.

For further details contact the coordinator, Roger Shannon, c/o Birmingham City Council, Department of Recreation & Community Services, Auchinleck House, Five Ways, Edgbaston, Birmingham B15 1DS.

WRITE NOW

'Write Now', the series of eight short television programmes showing people how to write letters, is going out again on the BBC. A useful backup, whether for teachers or people wanting to improve their own

letter-writing, comes in the form of a pack of information cards.

For a copy of the pack, send off three first class stamps, and your address to 'Write Now!' Letter Pack BBCTV, Freepost (no stamp needed), Bletchley, Milton Keynes MK1 17U.

NUTRITION FOR LIFE

Nearly 10 million pensioners live in Britain, 30 per cent of them on their own. But what does this have to do with school children and healthy eating?

The link is 'Nutrition for Life', a new pack designed for 13-year-olds and over. A wallchart of background illustration is accompanied by teachers' notes and six A4 worksheets. These cover a healthy diet, fibre, lifestyles, shopping, recipes and a quiz. There are also suggestions for activities related to the needs of the elderly, such as planning menus and budgeting exercises.

'Nutrition for Life' is available, price £3.75+ p.p. from Help the Aged, Education Department, PO Box 5460, St James's Walk, London EC1R 0BE.

Danger!

Day on the Farm. Available free of charge from the Library, The Health and Safety Executive, Room 014, St Hugh's House, Stanley Precinct, Bootle, Merseyside.

The basis of this pack is a large poster which outlines a typical day on a mixed farm in late summer. The teacher's notes fill in the captions to the story and there are other posters and cut-out figures to assemble and colour.

The purpose of the pack is to draw attention to the dangers of farm life and show ways to avoid accident and injury. It is all quite realistic, no fanciful farming sentimentalism; this farm is very much of our times. It pulls no punches about the farm environment - being a dangerous place for children and adults alike: heavy machinery comes and goes all day, there are slurry pits, silos, poisonous gases and chemicals. No friendly Dolly-the-cow here.

Some 89 children were actually killed in farm accidents over the past

five years for which statistics are available, most of them not visitors or trespassers, but rural children who live on or near farms. This pack was produced in the belief that a better understanding of modern farming will lead to a greater appreciation of the dangers inherent in it and help to reduce the incidence of fatal accidents and injuries.

I would have liked to see more about the dangers of chemical spraying, something which Britain seems excessively slow to recognize, and where children born and unborn are more at risk than adults. The latest data which shows that people living near pesticides-sprayed farmland are much more likely to get Parkinson's disease, is by no means the only worry. Several chemicals banned in other European countries and in the United States are in general use in Britain. This aside, the pack is a useful compilation, though I would use it with children rather younger than the 6-11 age range indicated.

The leaflet 'Children - Agricultural Safety' is essential if nerve-wracking reading for any adult contemplating taking children on a farm visit, and for teachers in rural areas.

Francesca Greenbank

EXTRA

Coming in—
slowly continued

Courses which included equal opportunities as a subject in the curriculum were cited. Those which discussed how CDT workshops can be designed to produce a stimulating environment rather than a factory floor atmosphere were also commended. Many women who enter CDT teacher training, the investigators found, would welcome a background course to compensate for their limited traditional skills.

In their conclusion, the EOC investigators added further recommendations for teacher training institutes. These included improving access for mature women students by strengthening links with adult and further education colleges, developing links with local schools, establishing part-time training courses, and including CDT as a module for all primary and middle school teacher trainees.

Responsibility doesn't rest only with teacher training institutes, said the report. Education authorities were urged to organize INSET courses for careers teachers on the topic of girls and CDT, and to invite women engineers and technologists to the schools as positive role models.

The DES could also play a stronger role, added the investigators, who

advised more flexible teacher training courses and entrance requirements. Schools and exam boards were urged to make it clear that CDT is no longer just about practical skills in metal and wood, but "includes the understanding and resolving of human environmental problems".

What is the likelihood of a coordinated national initiative being implemented? "The government has made certain initiatives in the last few years," acknowledged Professor K. W. Brittan, head of the Design and Technology department at Loughborough University of Technology, "but I wonder if anyone is going to have the guts to endorse this in any positive sense."

At Loughborough, they've just set up an experimental home-based PGCE course, designed to appeal to women graduates whose family commitments preclude full-time attendance at college. Developed in partnership with the Hertfordshire education authority, the course gives students access to schools and technology centres close to home, and assures them of a teaching job nearby when they complete the course. "The only question," says Professor Brittan, "is whether the DES will give it approval."

"I think a lot of people have the right attitude," says John Hughes, head of the Design and Creative Arts faculty at London's Thomas Tallis School, fre-

quently cited for its equal opportunity practices in CDT. "Unfortunately, changes in education happen slowly. And unless there's hard cash backing, it won't happen."

"The advantage we had," he explains, "was that we were a new comprehensive. Given our philosophy, we were able to implement policies from the word go. Older schools, with entrenched timetables and old-fashioned workshops, are less able to move towards praiseworthy policies, Mr Hughes suggests.

Despite his school's achievements, none of the girl pupils with design and technology A levels have yet returned to the system as teachers. "It will be a while before you see results," he admits. "We're working on it, but it's difficult to change attitudes formed over a long time. The problems occur when children have to choose between CDT or home economics. Parents push them in the traditional direction."

The Hargreaves Report on Improving Technical Schools recommends ways to speed up this change. Thomas Tallis, in fact, is one of 28 selected ILEA schools which this year is implementing phase one of the report's five-year plan. All fourth and fifth year pupils at these schools have a common core curriculum (English, maths, science) comprising two-thirds of their schedule. The remaining third comes

from "constrained options." What this means in terms of CDT is that all pupils are doing some technology. "Too often girls, their parents and some teachers see the technical as unfeminine," says the Hargreaves Report. "By making technical studies compulsory in the fourth and fifth years, this sex bias will be greatly weakened."

Another step in the right direction has been taken by WEST (Women into Engineering, Science and Technology). Set up last December, this organization aims to develop a computerized database of all non-traditional careers for women, with additional details such as whether a crèche is available. Aided by Rank-Xerox, WEST will offer relevant information to women wanting to train in areas such as CDT.

The group's other goal is to create a register of women in technological jobs who are willing and able to communicate with girl pupils. These vetted role models will visit schools to discuss their jobs with students. There are also plans for a full-time information officer. "We're trying to get funding for this," says WEST's Hazel Brookeman, echoing a familiar theme.

These examples may reflect the EOC's recommendations, but they don't add up to a national initiative. What's needed is a coordinated effort

to adapt teacher training courses in CDT to the needs of women and girl students and to publicize these courses, emphasizing that applications from girls and women are welcome. Further, there should be a unified campaign to impress girls, their parents and their teachers with the academic, vocational and real-life relevance of CDT.

Following publication of its report, the EOC held a seminar in July to discuss what could be done, especially by the DES, to implement this national campaign. HMI Chief Inspector of teacher training, Pauline Perry, addressed the meeting. We cannot afford to raise another generation of children, especially girls, who feel divorced from their environment, she said.

There are women able to train as CDT teachers, she added, "if we could only find ways to reach out and bring them in". Clearly, the goodwill is there. All that's needed is time and money.

Copies of the *Formal Investigation Report: Craft, Design and Technology Teacher Training* are available free (see close 2nd class stamp) from the Publicity Section, EOC, Overseas House, Quay 5, Manchester M3 3HN. WEST can be contacted at 68 Marryat Rd, London SW19 5BN.

A legitimate subject

Bill Goddard attempts a definition

Certainly constant redefinition is necessary as we move from manual training to handicraft, to design led activities, and latterly to a technologically influenced. All of the constituent parts of the subject title have valid roles to play, but emphasis clearly varies in different schools.

The different emphases occur for all the usual well-rehearsed reasons, from lack of funds for further expansion to the availability and expertise of appropriate members of staff. What is important to realize, however, is that CDT is a synthesis of many aspects of knowledge and skills which are relevant to the successful solution of problems and the associated production of artefacts.

schools. But in the 19th century technical education meant the teaching of science and the established tradition of limited teaching to the principles of science and excluded the teaching of trades or crafts. Even nowadays the word technical is sometimes used to refer to specially scientific applications. In addition, technical education has usually, implied vocational education, although without consistency, for example, while technical education might include the education of the craftsman and the engineering technician, it would not cover that of the lawyer or doctor.

In recent years we have become used to referring to our subject in



tion of artefacts. Whether such processes involve a design bias or a technological bias is not the crucial question. What is important is the method and the successful and skilful conclusion within the appropriate medium.

If we try to consider what knowledge is relevant to CDT we may begin historically with the thought that it ought to be vocationally relevant. In terms of the present day we may also consider that such knowledge should be for leisure purposes, in addition to being useful in business or industry. Alternatively, we may consider that CDT knowledge ought to be purely a vehicle for the formation of a more rounded human being.

Whichever particular definition we may favour, we cannot escape the constraints of examination syllabuses, even if we have an influence on their formation. Certainly the range of activities involved in CDT has broadened and the more successful exponents in the schools can produce exhibitions of pupils' work of a very high standard. It leads one to wonder whether the next input into CDT curricula will be marketing and advertising, since pupils who produce such excellent designs ought to be provided with the skills to capitalize and exploit their abilities. This is indeed a long way from 20 identical sets of dovetail joints.

Part of the problem of definition has been in terms of descriptive words used for the subject. What used to be handicraft was part of a programme of technical education which developed through the elementary and technical

terms of design education in which we have developed problem-solving methods coupled to the realization of artefacts. More recently still we have become accustomed to seeing CDT as a broad synthesis of influences with particular emphasis on design and technology skills and knowledge within a framework of examinations or in relation to the environment. We now clear that we cannot be too narrowly vocational or confined to one skill or trade, as in the past, since rapid change is a characteristic of our society. One of our intentions has to be preparation for adaptability.

Since CDT is a legitimate but broad subject, one of our difficulties lies in trying to define its boundaries, determining legitimate sub-branches in the face of on-going expansion. We have to consider not only the relationship between different parts of the subject but also give careful thought to the nature of the subject in terms of what can be offered to the outside world.

Clearly the many facets of CDT can provide problems of interpretation, notwithstanding its role in knowledge stratification. Since the subject is a series of semi-discrete specialisms it is necessary for us to find a personal, integrating concept of CDT so that we may go some way towards defining our subject. In such a fashion some consensus of definition may be achieved, though with varying degrees of emphasis.

Leaving aside the crucial issue of teacher supply, CDT is handicapped by the fact that, beyond the school environs, it has no specific identity.

Bill Goddard is head of the CDT Department at Chalfont School, E. Sussex.

Waiting for
a guruWhy is it that despite official encouragement
CDT fails to make the big time?
asks John Penfold

Not since their introduction a century ago have school workshop subjects attracted such intense interest. Suddenly the activities associated with Craft, Design and Technology are seen to be key factors in the regeneration of the nation's manufacturing capacity. Yet stories are still told (and they are not apocryphal) of headteachers who are said to remember the existence of school workshops only when they need a job doing on their car, the odd piece of furniture repairing or some improvement to the school done on the cheap. Useful places to throw open on official occasions to impress parents and important visitors, but, after the head's annual safari through the more remote parts of his educational kingdom, the natives can relax, safe in the knowledge that they will not be similarly disturbed for another 12 months!

It may be thought that such attitudes are to treat the newly found status of CDT with scant respect. The new ruling caste is made up of serious men, women, it should be noted, have not to date been admitted to the priesthood. The prevailing view of history and destiny is taken directly from Arnold Toynbee. After years in the education wilderness the subject, it is claimed, is beginning to reap the rewards of patient progress. The age of fulfilment is dawning. Maybe. Realistically, current favourable attitudes to CDT would seem to owe as much to external political expectations as they do to developments within the subject, notable as these have been in recent years.

When Prime Ministers as different as James Callaghan and Margaret Thatcher agree in extolling the worthwhileness of workshop-oriented activities, it would be foolish and inexpedient not to capitalize on the opportunities afforded.

CDT protagonists feel that such pressures may help to bring about a realignment of traditional curriculum subjects. They are not alone. After all, if the existing pattern has been so successful, why has the country been in a state of relative economic decline since the closing years of the 19th century? In particular, it is thought that CDT's potential to bridge the gap between education and training offers an especially fruitful area for development.

Nevertheless, why is it, despite the favourable political climate and official encouragement both in front of and behind the scenes, that when it comes to the crunch, CDT fails to make the big time? It is simplistic to dismiss all opposition as being bigoted and prejudiced.

Of course, there is the perennial problem of teacher supply. It seems to be insufficiently appreciated that the situation is so serious that it may soon negate any prospect of continuing progress. This topic has been discussed ad nauseam and will not be pursued further apart from one observation. It is a chimera to believe that the shortfall of teachers, particularly those with technological aspirations, can be rectified solely by increasing the provision for in-service training, although there are undoubtedly some teachers with a traditional background who will have no difficulty in metamorphosing into competent teachers of technology, it is foolhardy to believe that they represent an inexhaustible pool of untapped ability. As the subject content and the skills required are so diverse, it is conceivable that many traditionally trained teachers can acquire sufficient knowledge to enable them to make a meaningful contribution to such a rapidly developing area as technology? Many teachers freely admit that they are teaching with little more expertise than the technological equivalent of painting by numbers.

Leaving aside the crucial issue of teacher supply, CDT is handicapped by the fact that, beyond the school environs, it has no specific identity.

John Penfold is a lecturer in the department of Design and Technology, Brunel University.

EXTRA

"...not thinking in a one way mind"

by Steve Payne

At last, groups have been found, sorted and sealed to begin a new year in a new school and, for some, a new subject. "Craft, Design and Technology, what is it?" I ask. The question hangs in the air. I elucidate. Several hands are tentatively raised. "Woodwork, Sir." You cannot blame him, as we are seated in the woodwork room. "Metalwork?"

How am I to explain the very nature of CDT, that fundamentally we are concerned with the solving of problems, through, yes, the manipulation of wood, metal and plastic but also utilizing an increasingly wide spectrum of other skills. I first try to establish that primarily we exist within an environment which is man-made; the school, their home, their immediate surroundings.

Why do these things come about? Why do they exist? What is their purpose? Little reaction. Inspired with enthusiasm and drama, I select items around the workshop and discuss their function and what initiated their production. We finally establish that each item was thought about and designed to fulfil a need. We plunge on and discuss aesthetics, under the headings of shape, form, colour, texture, etc. I begin to feel the group are slowly comprehending and expectantly ask the question again, "What is CDT?" Silence.

In planning a course for 13 to 14-year-olds there are many factors which influence its content and how material is presented. The main influence inevitably is the external exam syllabus. On looking at this very comprehensive and full list, it appears very daunting as regards time allocation. Most of the syllabus has to be taught in the fourth year as the fifth year is taken up with individual project work. There is a great temptation, therefore, to include as much exam syllabus content as possible within the framework of a foundation course.

This throws forward problems of how restrictive and prescriptive design briefs should be. It is all too easy to set contrived, briefs around particular joining methods to ensure coverage of the syllabus, a situation which surely curtails any individual creative or innovative response by the pupils. Even by camouflaging the brief and then placing restrictions such as "Your

design must include a stopped housing joint" is inappropriate to this age range and the aims of the course.

We must at this level promote creative and innovative thought, encourage a multitude of responses to any given problem. We are all too familiar with the pupil who sketches one design and insists that this is "the one" without regard or thought to any of the many possible solutions. It is far better to be faced with a variety and range of possible solutions even if, as always, some are technically impossible. By exploring the improbable, one will find elements of the possible and thereby promote innovative and creative thought. It is then our job to offer the skills, expertise in materials and technique to ensure the idea can be carried out.

Often, design briefs are presented which offer little or no clue as to the initial need or situation. Surely, an important ingredient is missing here. By presenting pupils with a brief, already written and derived from a contrived need, we are doing only half the job. Each individual must be made to be aware of his or her environment, both material and human. This awareness will promote the identification of real problems. A pupil who arrives at a club wishing to design and make an accessory for his BMX bike is inspired to solve a problem particularly relevant to him.

The selection of design briefs then, should be made with care, perhaps introduced with a description of a problematic scenario; the pupils could also be encouraged to write their own briefs. Even the wording of a design brief which says "Design and make a towel rail," conjures up one solution which invariably the pupils will adopt. It must be stressed that there is never only one way to solve a problem. Even reworded to read "Design and make a device to enable a towel to dry naturally," is far from ideal, but at least avoids the mental picture of a piece of towel supported at both ends.

There is no doubt that where each pupil is following an individual response to a problem, good workshop management becomes vital. The start is always the problem with a multitude of different material requirements.

This can partly be overcome by ensuring each pupil has prepared a sheet detailing the order of production with particular reference to material and joining technique. This will enable the pupil to select, from his cutting list, those materials necessary to begin work. The preparation of these can either be by the teacher or technician prior to the lesson, or by the pupils themselves. At the beginning, it is essential that economy of marking out and the appropriate tools and techniques are taught as a formal lesson, in order to avoid frustration, wasting of time and those infuriating shapes cut from the middle of sheet material! Having begun, the pupil's own pace of work eases many of the problems. It is important that individuals who select a constructionally easy solution are encouraged to share and observe those processes and techniques used by other pupils. This is always a good point at which to curtail individual work and demonstrate to the whole group.

There is no doubt that this approach has its pitfalls, especially for those teachers who lack the necessary experience to offer technical advice to pupils in the selection and rejection of ideas. However, if we are to remain true to the philosophy of our subject it is an approach we must explore.

Ten months have passed and the pupils are nearing the end of a foundation course in "Craft, Design and Technology". Forever persistent, I decide to set an essay asking what they think CDT is. Below are some quotes taken from those essays:

- "We would still be in caves if the principles of CDT had not been put into practice thousands of years ago (think of the housing problems caused by the lack of caves!)."
- "CDT isn't a subject in which you do what the teacher tells you - you have to decide yourself."
- "In CDT you see your chosen design come to life which shows you that you can do something for yourself."

Perhaps this youngster's definition sums it up: "CDT is not thinking in a one-way mind".

Steve Payne is head of CDT at Stowupland High School, Suffolk.

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This is a new book due to be published in April 1986 and will cover solid drawings; accurate drawings; drawing systems using colour; layout and presentation; computer graphics; model making and design drawing and includes a project section and design briefs.

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EXTRA

Symbols and practice

Electronic Abbreviations, Symbols and Terms. Second Edition. Thorn EMI Macmillan £1.95. 0 333 39167 5
Technical Graphics. By John Bedford and Colin Payne. John Murray £3.95. 0 7195 4098 4
Creative Design and Technology. By Malcolm Jordan. Longman £4.95. 0 582 33128 5
Elements of Engineering Design. By Martin S. Ray. Prentice-Hall International £11.95. 0 13 264177 1.

The new examinations in Graphic Communication, by whatever name, call for a knowledge of a variety of symbols. *Electronic Abbreviations, Symbols and Terms* goes beyond the basic needs and clearly defines those required for a wide range of scientific applications.

There are comprehensive sections on video-recording and micro-processor definitions though I suspect these will need revising before long, such is the pace of development. Some symbols, notably those for resistors, have the old and the new clearly shown but with no indication as to which is BSI preferred. However, it is good to see the various logic symbols compared for easy understanding. A most useful book.

Electrical symbols feature also in *Technical Graphics Book Two* as do many other topics to be covered in the new exams. This volume builds on the foundations so well laid in Book One to include building drawing, graphic display, charts, graphs and vectors. The section on pictorial representation including perspective drawing is especially clear.

It is pleasing to find the emphasis on practical design and communication problems. Familiar objects are used as examples throughout. The standard of illustration is high, helped in many cases by a second colour. The book will be a most useful aid to those preparing exam candidates, not least for the range of problems set for the pupils.

Nowhere has there been greater changes in examinations over recent years than in the field of CDT, and

consequently the need for a clear exposition of the opportunities the subject offers is obvious. The author provides this in *Creative Design and Technology*.

There are those who say that Design cannot be taught, but Part One of this book provides a sound base for attempting such a task. Line, shape and form are explored followed by a good graphical communication section. It concludes with the thorough treatment of one particular, and very practical design problem.

I have yet to find a more concise treatment of the technology required for the realization of design than in Part Two. Only some 150 pages long, it contains a high basic level of facts for working in metal, plastics or wood.

Throughout this section, the same design problem posed in Part One is examined in the light of the technology introduced, an effective way of reinforcing the information given. Part Three includes two more worked examples and a wide range of design and technology questions. This will be a most helpful book for the design studio and the workshop.

Elements of Engineering Design is intended for graduate engineering students who have probably followed a CDT course at school. The author sets out to ask questions, and to get others to ask questions also. Not all the questions raised are answered, and even then not as definitive statements but rather to lead on to more questions.

The book covers the designing process, decision making, computer-aided design, materials selection, human factors, legal factors, economics, communications and management. It concludes with a section on Engineering and Society.

The student will need, of course, specialist reference books for the technology involved but each chapter is provided with a very extensive annotated bibliography. This is a stimulating book to read and effectively provides a rationale and philosophy for the design process.

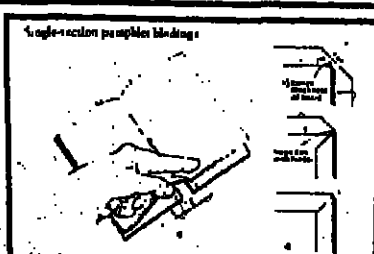
Ted Heasman

Traditional craft

The Practical Guide to Craft Book-binding. By Arthur W. Johnson. Thames and Hudson £3.95. 0 500 27360 X.

In these days of CDT for all, reduced capitation in real terms and the rising costs of craft materials dare we hope for a revival of interest in the traditional craft of book binding? Here is a coursework book designed specifically for the beginner, a practical guide to equipment, materials and techniques.

The mysteries of the craft are clearly explained by a very readable text and



abundant illustration. The author, one of the foremost British designer-bookbinders, also provides a comprehensive glossary, lists of suppliers and an interesting series of projects for students. This book deserves a place in the school CDT complex and to be used.

TH

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Computer feed-out

Nick Baker reports on computer control and robotics at Lea Manor School

If I were a gerbil with a tendency towards homesickness, I might have reason to thank 16-year-old Andrew Beckett of Lea Manor High School in Luton. I might also thank his robotics teacher, Alan Rogers. Robotics is an important part of CDT and electronics teaching at the school and Andrew Beckett's fifth year O level project, an automatic animal feeder, while bearing no resemblance to anything on the Fiat automatic production line, is nevertheless a robot – an automatic machine that performs specific mechanical functions in the manner of a man.

It's a very simple idea. Fill the 14 chambers on the revolving drum with your gerbil's (or budgie's hamster's etc) favourite nosh, poke the chute leading from the chambers through the cage bars towards the feeding dish, ensure the animal's water dropper is full, switch on feeder at mains and retire. Every day the feeder will supply the animal with its daily needs.

"I prefer to call it computer control and robotics", says head of CDT, Alan Rogers. "Youngsters who are just starting always have visions of robotics being about arms that pick things up. In the first lesson we always look at things that are computer controlled, like traffic lights and lifts. The 'arm' idea goes back to the wartime 'pick and place' machine that predates the modern computer". Rogers also reminds them that robot simply means "work" and comes from the Czech.

Most of the robots used on the course are made by Rogers. There are two arms, one electric, the other (not a Rogers' creation) pneumatically

driven. There's also a heat sensor, a light sensor, a voice synthesizer, a computerized railway system, an electronic pantograph which recreates manual drawings on the VDU and a computer-controlled lathe. Most used among the collection is TEX, which resembles a shallow fish tank on wheels. TEX is a mobile robot, and



Andrew Beckett showing the robot of his own design for feeding animals.

classes spend some time learning to program his movements. It's not easy, particularly as the language used is machine code, which is a "low level" code – in other words one which requires a lot of work at the keyboard for comparatively small results.

Alan Rogers' robotics area is equipped with five BBC terminals, all of which are linked to the school's central ENET network. This means that pupils' programs can be stored centrally and called up on demand. Despite the drawback of machine code programming, Rogers thinks that the BBC is an excellent machine for teaching robotics, mainly because of its inbuilt analogue/digital converter which can translate between "analogue" (movement based) and "digital" (number based) information. In practice, this means that TEX the mobile robot "knows" which way he's facing. It also allows the building of lots of computerized measuring devices.

Much of the development of robotics at Lea Manor is due to TVEI help. Rogers and his colleagues were put in the enviable position of designing courses to suit their pupils' needs, rather than fit examination requirements. Two overlapping courses emerged, both with a "technology" tag. Craft technology (at O level or CSE) involves study of plastics, wood, metal, design, electronics, mechanics, pneumatics and robotics. Electronics technology, also for fourth and fifth years, is more "technological" in its bias: it deals with electronics, pneumatics, mechanisms and robotics.

In neither case is the robotics element part of the examination (Rogers being somewhat in advance of his local boards) which means that the emphasis is on the experience of computer



Alan Rogers, head of CDT and electronics teaching at Lea Manor School, Luton.

control.

All of the courses' robotics work happens in the fourth year, and a natural and useful spin-off is that it allows pupils (in a school where "computer studies" is already a thing of the past) to gain experience in applied computer use. At fourth year level there's also an opportunity to put knowledge into practice with some project work. Work in progress includes a weather vane with a computer read-out and a height measuring machine (for hospitals and schools) also with computer read-out. Pupils also visit a local firm that manufactures robots for the motor industry.

Pupils from both the Electronics Technology and the Craft Technology classes are encouraged to use their knowledge and skills in computer control for the creation of their own projects. Hence the automatic animal feeder. Not all do use robotics though. One girl (a rarity, says a teacher, Rogers, blaming parental pressure for dissuading girls from the technology) abandoned the world of the micro, turning her attention to the plumbing of shower attachments.

Despite the "V" in TVEI, Rogers is quick to point out that the course is not a preparation for the robotics industry. It's more of a detailed introduction to a fast growing hi-tech industry. All the same, pupils who have done the course, have a head start in A level technology, should they choose to study it at FE or sixth form college.

It would be tempting to surmise that the course's popularity is due to the school's proximity to the Vauxhall plant at Luton, and to imagine that Rogers' pupils are all potential robot-cists keeping a weather eye on local prospects. Unfortunately, this isn't the case. What Vauxhall do provide, which is of much more value to the course, is a flow of rejected 12 volt windscreen-wiper, batteries, which help TEX to know where he is, and may mean that one or two gerbils will never have to get homesick again.

EXTRA

Retraining ... one year on

by John Pilkington

This is now week one of my second term of teaching design and technology. I'm glad I made the break. This time two years ago I was teaching English. I am now head of the faculty of design and technology in a different school. I thought it might be interesting to write a kind of "Pilkington's Progress", perhaps not to Heaven but at least not to Hell!

Whilst at Goldsmiths' College on my one year retraining course it became obvious that I would have to go out and get my own job as most headteachers only considered retrained teachers suitable for scale 1 or 2 posts. This was clear from the experiences of the others on the course. I had been on a scale 3 as deputy head of English and could not afford a drop in salary solution? I try for a job in a small school, and hope for a lot of luck!

To cut a long story short, I was lucky and as soon as I had managed to get my job as head of faculty in a small (300), mixed, comprehensive school, I realized that my situation was something like this:

CREDIT

7 years' teaching experience
 Confidence in my own practical skills: namely bricklaying, car repairs, DIY
 A deep interest in the subject
 1 year of retraining at Goldsmiths'.

DEBIT

No experience of teaching a practical subject
 No lesson plans
 Never taught 1st-3rd years before
 Never taught girls before
 Pupils had not had a settled teaching situation for two years due to illness of previous incumbent
 Didn't do wood or metalwork at school myself.

Doesn't look too good does it? Obviously, merely to survive my first year, I would have to prepare as much as I could in advance. I reckoned on three sources of help:

- 1) read as much as I could that would give me practical help, ie help in organizing the workshop.
- 2) Visit some established and successful departments in July, before schools closed, but after college had finished.
- 3) Visit my own school, in June, and order materials ready for September.

I could not order materials for projects that I had not foreseen, so that meant that I had to decide on enough projects to keep me going for six months, draw up a list of materials and tools, go into the school, see what they had, then order what I needed. I did not have time to make all the projects myself first, so I had to try and guess what tools I needed.

Luckily, I am a natural scavenger and had, over my year's retraining, collected together on paper, various lesson ideas. I tried to draw up a list of a few projects for each year group, but I had no way of estimating how long each project would last. Did I need five, ten or twenty projects for each year group?

I went back to my college lecturers and asked for comments on my proposed "curriculum" and any ideas that they could suggest. I got a good deal of help from them; enough to enable me to put in my orders for materials and to decide firmly on my lesson plans.

approach, I had not realized that an alternative approach even existed. The most damning sentence I heard was from an ex-Goldsmiths' graduate who said: "Come from Goldsmiths' do you? Well, that approach went out 15 years ago". I realize now that this was an over-simplification, and I am pleased to see that Goldsmiths' have now invested large sums in technology-teaching equipment.

Where did that put me? I thought I knew it all, breezing into interviews and talking about how I would lift CDT from a skills-based, prescriptive subject into an intellectually-demanding problem-solving one that any self-respecting, academically gifted pupil would be proud to rank among his or her O levels.

I resolved to find out about technology, but in the mean time to press on with what I knew more about. I enrolled on a MEP Control Technology course and visited the ILEA Design and Technology centre in time to see a sixth-form summer school driving in-house built buggies through a maze.

Back at school, I forced my way into the tiny, packed storeroom and spent a day throwing out the accumulated rubbish of two years. Old, broken tools, bags of odds and ends in every corner, a cache of 500 tubular chair legs, unclaimed projects. It all had to go. The groundsman won't be getting any fuel bills for a year or so. It was at this point that I had my first argument with the headmaster. In my fervour of purging the storeroom, I had thrown all the rubbish out on to the path outside. I did not know that there was a parents' evening that night and that they would all walk past my rubbish heap on their way into the school!

In August I invited Goldsmiths' to send me a student from the retraining course. He arrived. Wonderful! For three weeks I was on a half timetable. He proved to be so good that I was able to get on with my administrative backlog and work through some possible future projects before the pupils did them. I also quizzed his visiting tutor, an expert on metalworking, about those unidentifiable objects in my cupboards. It was useful to see an ex-art teacher (used to the practical teaching situation) at work.

In a situation like mine – on my own in a small workshop – you very quickly become aware of your shortcomings. There are a few points here that might be of use to others.

1. Get out and get help from other departments in schools around you. I have yet to meet one unhelpful person, and most are pleased that you value their knowledge. Choose to get help from departments that are doing work that you admire. Then you can only upstage your own work.
2. Seek out agencies that will help you. Local firms will give you materials, the authority will give you certain things like pinboard for display boards, etc.
3. Helpful phrases from people I have asked for advice:

"If a pupil asks to do something, the answer is no."
 (This may sound strange, but letting pupils deviate from the project brief will only involve you in extra work. Be wary of this.)

"Make it look right, then it'll work."
 Take pains over initial presentation of projects and also the appearance of the room. Impact is everything.

4. Beware of an after-school "club". Pupils tend to turn up expecting to be given ideas for projects. You are also taking on a room full of people all doing different things. You wouldn't expect yourself to be able to cope with this in lesson time, so why demand it of yourself now?

5. Things you need time for: tidying up; developing new projects; paperwork; more paperwork; displays and signs; more paperwork; research and development; relaxing; preparing for the next lesson; unforeseen requests from staff and pupils; maintenance of tools. This is all outside lesson time.

Finally, I should like to thank all those who have helped me and from whom I have stolen ideas.

John H. Pilkington teaches CDT at St Andrews C of E High School, Croydon

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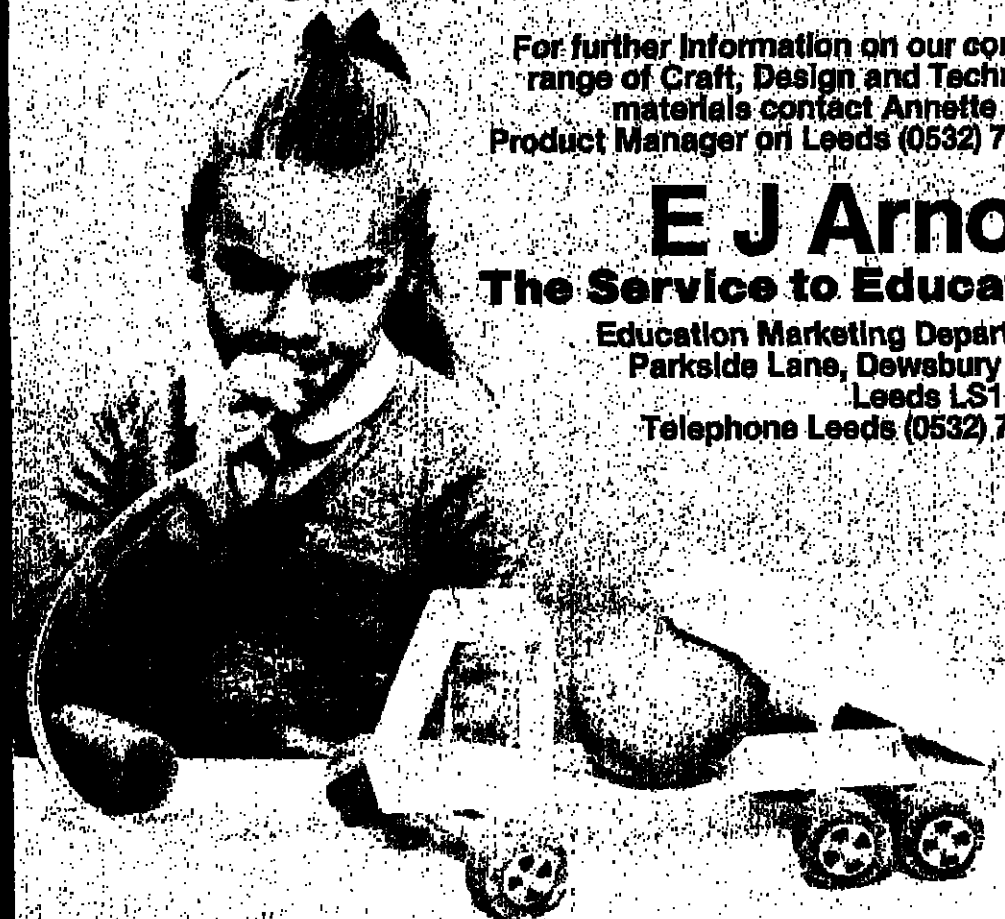
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EXTRA

Problem-solving not play

George Mills on the role of technology in primary science

Increasingly over the last decade the word "technology" has come into everyday vocabulary with increasing regularity. The trend has often been to refer to "science and technology" as if the words were synonymous. Popular weekly magazines comment "most of us have techno-fear", with its symptoms of frustration and loss of confidence stemming from our inability to cope with technical data, equipment, new products or systems. The inference is that schooling has failed us to the extent that there is a need to re-examine the compulsory years so that all pupils become scientifically and technologically more literate.

One must remember, however, that "techno-fear" is essentially an adult failing. The young child simply does not show this. Considerable developments which go some way to meet the need have taken place in secondary curricula over the past decade or so. Now, it appears, the attention is focusing on the primary phase: "It's technology for tots" as one somewhat alarmed Glasgow primary teacher put it at a recent meeting.

Two fairly obvious questions seem to emerge: "What exactly is technology - especially at this level?" and "Have we to read 'primary science and technology' in place of simply primary science?"

An examination of a variety of definitions and statements as to what is meant by technology reveals that there is a clear distinction between science and technology. In its pure form science produces knowledge which increasingly gives us insights into the nature of the universe in which we live. Science, however, can also be applied to the solving of practical problems. Applying science in this manner can be described as technology.

Thus, the essential difference between science and technology seems to be the matter of intent. Science, whether thought of in terms of method or the products of that method, has as its prime objective understanding. Where the intention, however, is to use science to produce a technique or product for use by people it is technology. We should also remember that there were technological innovations long before there was a scientific body of knowledge. One has only to think of fire or the wheel or the boat. Some readers may well wish to debate this point, but the obvious question must surely be "So what? How does this apply to the primary school?"

Looking more closely at the statements on technology it is possible to pick out features that would be involved in a study of the subject. Technology can:

- 1 involve the use of previous knowledge and understanding,
- 2 involve a variety of process skills - not only scientifically specific,
- 3 draw on the wider curriculum,
- 4 involve invention, ingenuity, originality,
- 5 involve practical problem-solving and evaluation of outcomes making for possible redesign.

In all these possibilities the aesthetic, economic and moral implications are quite likely to emerge.

Technology can be seen to be very much a part of general education. As such it becomes very suited to the ethos of the primary school. This aspect is substantiated by evidence from the Fulmer Industry/Education Project:

"We were delighted to find that primary schools operated in a climate not too dissimilar to that found in an engineering design office... children are encouraged to work on projects related to the world outside the school..."

To say, however, that the atmosphere is right is one thing. To go on and suggest that a sound technology programme could be obtained by rearranging existing technological activities would be naive indeed. The fact that the 1983 HMI Report "Science in Primary Schools" states that it is a "rarity" for schools to have a general scheme of work in primary science must sound a warning for technology.

A brief look at the history of primary science developments and success is illuminating and disturbing. Despite many major initiatives and projects like Nuffield Junior Science in 1960s and "Science from 5 to 13" in the early 1970s, the primary science situation gives cause for alarm and considerable anxiety.

How, one may well ask, can technology succeed where science has apparently failed, especially at a time of financial cuts and considerable unrest in schools? There can be no easy answers, but if some of the key problems can be identified then solutions may be realized sooner.

A first consideration might well be the present curriculum. This, most would argue, is already overcrowded and to introduce any new main subject (certainly one called primary technology) would provoke a storm - even if accompanied by a DES directive. Such an approach is clearly unnecessary since the type of technology envisaged already exists in many of the main curricular areas. What is required, however, is that schools be urged to work out a policy for technological activities, perhaps through a planned programme of work through the school. This programme will take place within the different curricular areas, particularly in topic or thematic work, and should guarantee that all pupils will face a variety of technological tasks at different stages of school experience and that some of these take cognizance of abilities. Some concrete examples are:

- 1 **Technology in the early years**
A project at Strathclyde University entitled "Creative Technology for seven-year-olds" involved a class of 32 pupils working around the story of "Dragonrise". The children worked in groups, having been asked to design their own version of a moving dragon. This required using previous experience with a large plastic building kit. Groups of children were given turns during the weeks at "task time" to design, make, test and dismantle their dragon skeleton. The results were most encouraging, even staggering, with pupils thinking and talking in 3D terms and keeping records by drawing their model design. The final "agreed" skeleton was then given its decorated paper skin. A video and booklet of this work is available from the Director, Scottish Science and Technology Forum, University of Strathclyde, George Street, Glasgow.

- 2 **Technology in thematic work**
A study of Egypt was undertaken by a class of 10-year-olds and a problem posed using a made-up mummy (bottle suitably clothed): "Get the jewels (2 beads) out of the mummy."



One solution to removing the jewels from the mummy...

Constraints or rules were applied: "Use only the items given and not to move or press on the very delicate mummy..." Remove items through the small hole in the chest only... Discover, invent and design as many different tools and techniques as you can."

Solutions abound, from "sookin' with a straw to 'chopsticks' or using a wire to make a simple extractor. This type of activity can readily be adapted to fit a variety of other topics (hospitals, astronaut from space, and so on). Given that the curriculum can accommodate a range of technological activities for children but that these require organizing and structuring, then the next matter of concern is teacher confidence.

Without confidence there can be no successful implementation of a policy. Lack of confidence and a feeling of insecurity is a major factor in the failure of primary science. All too often, many primary science educators expect too much from primary teachers. Demonstration lessons in science, even when pupils actively assist, are discouraged. Carefully set tasks involving pupils seeking an answer to a specific science question to be attained through practical investigation is often judged as too controlled. Group work using worksheets abounding in vague questioning and open-ended situations is encouraged.

The teacher is often unaware of the many variables involved, far less how to control them so that the investigation has some validity. The logistics of organizing and resourcing the activities is frequently very demanding. Little wonder that lack of continuity and fragmentation are strongly evident in primary school science.

The recent HMI Science Committee discussion paper "Science in Primary Schools" urges schools to aim for a policy through a scheme of work. "This stresses on a policy for science through a programme of work which shows progression, reinforcement over the stages and knowledge and understanding is one of the major statements made in the recently published Scottish Primary Science Development Project booklets."

Teacher confidence can only be achieved through teachers believing that what they are being asked to do is practicable given a reasonable amount of time and effort, and, most important, having success in doing it. It is perhaps stating the obvious but the

first steps towards a school technology policy might be to review existing practice and combine this with material from recent books in the primary technology area (see list) which suggest pupil activities of a problem-solving type. These activities should be tested and evaluated, so that a bank of proven and graded items be developed.

A short cut to this would clearly be to work with others and the approach suggested by David Jinks in his Study Lecture (Stanley Lecture 1985, Stanley Tools, Sheffield) has a great deal to commend it, namely: 1. Primary schools; 2. Head teachers; 3. Class teachers; 4. Build a task force of trainers; 5. Service the task force where necessary.

By coincidence, this is the strategy adopted in Strathclyde where this year Glasgow and Renfrew divisions commenced building such a task force (details from the Primary Adviser, Dundas Vale Teachers' Centre, Caddens, Glasgow). It must be stressed that ultimately the aim is to have schools with a policy for primary technology in the form of a set of activities suited to different stages and abilities, and for these to be organized in a simple way. Omit this degree of structuring and primary technology runs the risk of being consigned to a mediocre role - the extra fill, chosen event, the play experience.

Finally, it is well worth realizing that in suggesting that primary schools make serious moves towards a policy for technology we are not world lemmings. The People's Republic of China has been working on a project which includes primary technology since 1981. The primary curriculum development five-year plan (1985-90) for south-east Asia has a group working on the relationship between primary science and technology.

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- 1 "Technology Alert" by R.H. Lewis, School Technology, Dec. 1981.
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George Mills is head of the Primary Science Department, Jordanhill College of Education, Glasgow.

For a review of a primary technology programme see "Task mastery" in sources/Video page 37.

Back to Leonardo

Dennis Green puts the case for technical drawing

Recent developments in CDT seem to point to an attempt at the future elimination of Geometrical and Engineering Drawing/Technical Drawing courses under the guise of the National Criteria for CDT subjects for the new GCE examinations. The number of candidates entered for TD has remained buoyant, with 150,000 entries at GCE and CSE despite the intrusion and propagation of new Design and Communications and Graphics courses.

The skills involved in manipulating spatial concepts and ideas through graphical analysis, and their contribution to the development of the thinking process, have long been underrated in education. Now the amateurs (educationalists), having seen a glimmer of light, attempt to apply their perceived national criteria to the subject. Drawing is not simply a passive recording of what we see, it is a dynamic experience of the transfer of thinking into visual terms without the usual constraints of the intermediate stage of words. It is widely accepted that we remember 60 to 70 per cent of pictorial content, and research has indicated that much of our thinking is in pictures. Thus graphical development provides for direct visual analysis and the formation of relationships.

Both literacy and numeracy develop the fundamental skills required for their understanding, and since much of our creative thinking takes place in "pictures", it would seem educational sound that the basic concepts related to graphical skills should be developed through geometric definition of shape and the analysis and synthesis of the finite elements of solids. The engineering component of TD, together with the formal pictorial methods of representation, develops the concepts involved in plane and solid geometry to a fine level, and uses them in a technical environment.

The production of an engineering drawing incorporates a design process in its choice of the best views and in its layout, whilst also utilizing systematic concepts, for example, the use of rectangular and polar coordinates, symmetry, rotation, reflection, slicing, choice of datums and dimensioning, to name just a few. Symbols are used for the sake of economy, and not as a substitute for words. The design of logograms and symbols has nothing to contribute to CDT and is more suited to the art/graphics department. The transformation of TD into a general, graphical design course will demean it as a technical subject.

If the subject is to be developed, then surely the one area which has been neglected in the application of schematic and networking diagrams to describe logic, control systems, process and flow applications in technology. An understanding of the relevant technologies for schematic diagrams is also relevant, though it may, perhaps, be more applicable to A level courses. Current developments in colour wash, air-brush, shadow and surface texture design techniques, as applied to pop-up greetings cards and store display, would be better dealt with in an art-based graphic design course. Similarly, the incorporation of pie and bar charts has nothing to offer CDT. However, the development of 3D perception on the drawing board is as relevant to computer-aided design as it is in its existing mode. Computer-aided design could be introduced through the use of commercial programs, for example, "VU 3D" for the Spectrum, and also graphics tablets, if when and where they become available. A level could develop programs for the simulation of mechanisms and loci, together with cam graphs and cam profiles.

TD courses are the only graphics courses which further a mathematical approach to the visual presentation of ideas and spatial concepts through the analysis of points and lines in space, synthesized to form images of solids. Thus the 3D object is transposed through logically derived axioms onto the 2D medium of a sheet of paper. The core concepts developed through orthographic projection not only allow the designer to realize his

abstract thoughts in a concrete and communicable way, but also facilitates the analysis and synthesis of the shapes and functions of related components within their assembly or environment.

On examination of the academic criteria identified in "The Curriculum from 5 to 16" (HMI) the vast majority can be related to apply to TD, with particular emphasis on spatial perception, imagination, intellectual activity, analytical and synthesizing skills, problem-solving, literacy, numerical, observation and motor skills. An association of the word "academic" with the garden of Akademeia where Plato taught and developed his geometrical philosophy serves to remind us of the subject's academic qualification.

TD also has the added attraction of being a technically and vocationally orientated subject, and since TVEI schemes are in vogue it can also be commended on this criterion. The subject is very closely related to the BTCE course units in Technical Communication, gaining recognition for credit exemption from the level one unit and also as a subject considered by the Engineering Council as valid for its scholarship awards.

The ONC engineering courses developed in the 1960s devalued TD to a one-year half-subject under the title of Processes and Communications, but TBC recognized and rectified this error with the introduction of individual units in Technical Communications at both levels 1 and 2, prior to specialization in Design at level 3. Engineering design requires a mathematical, scientific and technological understanding of concepts, together with a knowledge of materials manufacturing processes. Such is the span of knowledge which designers need to absorb. Thus the design process is a personal concept which relies on the individual's experience at the lowest level and a team effort at the highest where difference technologies interface.

Leonardo da Vinci developed the technology and mechanics of illustration prior to applying the skills to his designs. The BTCE courses in engineering, developed in close liaison with industry and further education, raise two questions. Has there been consultation with these bodies in determining the National Criteria and their application to the new Design and Communications courses? If so, have leading questions provoked the required answers for the educationalists, or did the right people answer the questions?

The introduction of the three CDT subjects for GCSE seems to have missed the mark, providing only a superficial glance at three major areas of study: (i) Craft (ii) Technology (iii) Communications. Each is combined with elements from the other two to give three shallow, broad-based courses held together by a mystical concept referred to as Design.

The lack of recognition given to TD by the educationalists is implied in the HMI document "Technical Drawing" (1984), which states that "rarely if ever has [TD] featured as a main subject in initial teacher training and only exceptionally has it been offered at subsidiary level". It further suggests a lack of expertise in the subject by identifying the need for INSET. This lack of expertise is also apparent in many CSE and GCE examinations where inconsequential constructions and poor examples of practical requirements in engineering drawing are often illustrated. Not the fault of the subject, one might add!

One can only wonder at the further effects of the twelve-month course to retrain teachers from PE, art and humanities, etc. in CDT when many have no formal qualifications in the subject, having opted out of it at 14 and are quite possibly out of maths and science after O level. What interest, experience or stimulation can they, or art-trained heads of departments hope to bring to CDT? How many of these responsible for training, or who act in an advisory capacity for CDT, have actually made a living in an industrial design capacity? Is involvement in a real (i.e. mechanical, electrical/electronic, or civil design) process necessarily a prerequisite for a full appreciation of the technology design? Will the application of national criteria to CDT inhibit diversity and encourage the convergent thinking and the stereotyping of the design process?

Dennis Green is teacher in charge of Technical Graphics, Southlands High School, Chislehurst, and the author of "Plane and Solid Geometry with Technical Graphics (STP).

EXTRA

Designing and Making

Philippa Davidson visits a touring exhibition

CDT matters, said Sir Keith Joseph at the opening of the *Designing and Making* exhibition earlier this year. So CDT rules OK and craft and design teachers can relax in the knowledge that their subject, in the eyes of the Education Secretary, is important.

The *Designing and Making* exhibition aims to demonstrate by practical example just how many important educational objectives can be fostered by CDT. Having themes off traffic lights, for example, was part of a transport topic and so was the cotton reel racing car "with wheels that wobbled". Attendant discussions are recorded for visitors to read, stressing again the importance of the process and the assembling of the knowledge to solve the problem. There are no right and wrong answers. In the design of a seltone dispenser or an A4 paper holder many different solutions are possible.

The choice of materials is crucial. Plastic offers immense potential and Lego - used in many of the exhibits - saves preparation time and is useful where the process is more important than the medium. At all levels the mathematics involved in the constructions adds a new, practical dimension to the primary maths curriculum. The models quickly become more sophisticated as children reach secondary school. Douglas Beaumont, Craft Adviser for Huddersfield, pointed out the one he considered to be "the Leonardo of the exhibition". The brief was to design and construct a self-propelled device which would negotiate an obstacle course and stop at a distance of six metres from the start line. A passerby remarked, impressed, "...it's getting them to think for themselves and use their brains". The model was not only complete with

wiring, batteries and a timing device - it was aesthetically pleasing too. From electricity to electronics - handstayed games, a moisture tester for plants and even more ingenious ideas such as the milk and tea level sensor for blind people. One unusual invention is a device that triggers off a camera, finely timed to photograph the shattering of a light bulb or a balloon - and the photographs are there to prove everything is in working order. This particular section also includes a home golf kit for the would-be Seve Ballesteros complete with light-dependent resistor which identifies when the ball is holed, and a silicon arm which returns the ball.

Not all objects are of little practical use as the contraption for carrying an egg along a piece of string. One of the most interesting exhibits is a design for an A level project which won its inventor a place at art college. The main point was not the design of the chair itself, but the thought process; which ideas had been rejected, the letters to manufacturers enquiring about their products, and so on. Other practical well designed objects include bedroom storage units, letter racks and containers of every kind. It is scarcely surprising that firms are on the look out to commission designs for new products from youngsters with a flair for invention. Computers now bear the brunt of skills formerly the province of the drawing department - and of attacks from sceptical traditionalists. The designer of a cut-out toy for the back of a cornflakes packet has only to plan what she wants and the computer takes care of the measuring. Some parents, particularly those from a manufacturing background, hark back to the days when an apprentice started in the drawing office and

continued

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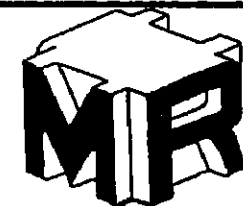
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What industry wants

George Turnbull on examination changes and future plans

"Do not try to keep up with technology; industry cannot keep up with technology and it is at the forefront of developments."

This stark comment was made by an industrialist at a conference I attended recently. The aim of the conference was to determine more clearly what industry wants from school-leavers.

For a long time anything remotely vocational in schools was frowned upon. Now, with the introduction of TVEI, CPVE and various other initiatives it is highly desirable to give a vocational flavour to examination syllabuses and courses.

One of the first examinations the Associated Examining Board offered was Engineering Workshop Theory and Practice (EWTP) at Ordinary level, in 1955. Since then there have been many changes to the syllabus and the method of examining but the sound educational principles on which the syllabus is based have not altered. A course based on this syllabus has as much to offer today in educational terms, as it did in 1955.

At the same conference another industrialist displayed a 30-year-old physics syllabus and declared that this is what industry wants! The laws of physics do not change but the way that you teach them does.

There are many misconceptions as to what industry wants in its recruits. Industry is satisfied in many ways with what it gets at the moment. Dissatisfaction sometimes arises when the school curriculum changes dramatically. Sweeping changes to the teaching of mathematics in schools, in the 1970s, caused a shudder from which industry has not yet fully recovered. Remedial action was required by industry to teach the basic skills of mathematics essential to industrial survival, but now missing from the school curriculum. Schools were quick to move on to the metric system. Industry has not moved with such haste, nor will it. One of the first things they do in industry is teach new employees fractions and imperial units.

Industry does not know what it wants in terms of examination syllabuses and courses. But it knows it what it wants when it has got it. To make sure that the basic concepts, skills and attributes are there most major companies have their own training schools. Many employers will already know that, in engineering companies, the training is designed to achieve a sense of discipline, self-control, and to reinforce the confidence which will come from working in an industrial environment. When working at a bench or a machine there is the harsh reality of material and person; the person must learn to become master over the material.

Work provides a unique form of learning, essential to growing up. Subjects like EWTP offer a real opportunity to work with tools which command respect. They will make if mismanaged or abused, but form and create if handled properly, requires skill and knowledge and a disciplined sense of responsibility to control a lathe, the

chuck of which is turning at hundreds of revolutions per minute. It takes skill and knowledge, along with disciplined practice to measure and make components to hundredth parts of a millimetre. These disciplines and the sense of responsibility which accompanies such situations are true to the industrial workshop. The respect once learned, is never forgotten.

Public schools are renowned for their character-building qualities. They are not slow to recognize positive aids in this pursuit. One such school, Eastbourne College, felt sufficiently concerned about the future of EWTP to write to *The TES*, with a plea for the retention of the examination.

It is not surprising that many schools in industrial areas like South Chester offer the subject at both O level and CSE, as pupils see it as a passport to the employment with firms like Rolls Royce Motors Limited, British Rail Engineering, ERF Vehicles and the Royal Ordnance Factory - Radbury Green, etc.

EWTP is justified on its educational aims and objectives and its acceptance by industry. Its aims state that a course based on this syllabus is intended to develop an understanding of, and an ability to apply, materials, techniques and skills in an appropriate way to the making of artefacts and the solution of problems relevant to engineering. Its objectives require candidates to be able to:

- 1) use hand and machine tools effectively in the making of engineering artefacts to prescribed standards,
- 2) apply the principles of logical planning and approach to the solution of engineering problems set, which will be novel to the candidate,
- 3) demonstrate an understanding and knowledge of materials, workshop technology and manufacturing methods used in engineering,
- 4) demonstrate the skills necessary to make a specified engineering artefact hitherto unseen, in a limited time and to prescribed standards,
- 5) demonstrate the skills necessary to make a specified engineering artefact over a prolonged period of time and to prescribed standards,
- 6) understand and demonstrate a knowledge of safe and responsible working procedures in an engineering workshop,
- 7) relate how either the personal contribution of an eminent engineer or the application of computer aided machines has influenced modern technology.

The examination consists of three parts: Paper 1 - Workshop Technology (written paper); Paper 2 - Practical examination; Paper 3 - Coursework exercise.

The latest revision to the EWTP syllabus has introduced CNC machining. This is a small step to take, but it highlights the principle of retaining that which is good, tried, tested and accepted and at the same time making justified and substantiated revisions without changing the whole ethos of

the study.

It is difficult to anticipate what influence CNC machining will have in schools and colleges by 1987. What is clear is that students should be aware of the effect the micro might have in certain situations. Equally they should know and understand some of the limitations. In 1987 therefore, in Paper 1, candidates will know that a question will be asked on CNC lathes. The question is optional and candidates may choose to be examined either on the personal contribution of an eminent engineer or on the influence of CNC machines on modern technology. The area to be studied in connection with CNC machines should include the main difference in construction and the relative merits of a CNC and a conventional lathe, and batch production of high accuracy components. In Paper 1 there is no need to know anything of programming.

For those schools and colleges wishing to pursue the use of CNC equipment beyond the broad understanding of its applications, there is also a new coursework exercise which will be assessed and which will allow the candidate to write the programme and machine the parts, using the programme which the candidate has personally prepared. The assessment takes into account both the programme and the quality of the finished parts.

It would be misleading to suggest that this step has changed the examination dramatically. There are five coursework exercises available and each includes an element of design and a special feature to be assessed. The new CNC exercise is a Hand Router and the handles are to be designed and made on a CNC lathe.

It would be said if the EWTP syllabus were to end here and if, when GCSEs introduced, the new examination is to encapsulate the sound principles of their predecessors. If it does and here, then I can hear the cries of industrialists, and others, in a few years time. Cries of anguish because again the education system has misjudged the things that go towards developing a capable, flexible, willing, determined young person with transferable skills encouraged through a balanced and proved approach to practical subjects in the curriculum.

The basic needs of industry do not change. The basic needs of our young people do not change. The way the young people are taught does change frequently. Do not try to keep up with the technology; industry cannot and it is at the forefront of developments.

O levels will disappear after 1987 but the plea from Eastbourne College (and others) has not gone unheeded. The Southern Examining Group will develop a GCSE syllabus which will retain "the essence" of the current EWTP O level syllabus and the syllabus will be available to all schools in the country as soon as it is published.

George Turnbull is administrative officer for the Associated Examining Board.

Designing and making

worked his way up. "In the olden days skills came first; with CDT what matters is the design, not the ability to transfer it to paper."

The booklet *Designing and Making* is a useful adjunct to the exhibition, containing photographs and more detail about many of the exhibits. Most important, it provides a rationale for teachers' planning craft, design and technology courses at all levels. The exhibition is on tour until the end of 1986, visiting Wakefield (until the end of October 1985), Barnsley (28 October - 15 November), Rotherham (18 November - 10 January 1986), Sheffield (13 January - 21 February), Matlock, Derbyshire (24 February - 2 May), Nottingham (5 May - 4 July), Beverley, Humberside (29 September - 14 November), Doncaster (17 November - 5 December).

The booklet *Designing and Making* (A4, 44 pages, 180 black and white photographs, 12 colour plates) is available from Mrs S. White, The Craft and Design Teachers' Centre, Main Street, Bury in Wharfedale, Bury, West Yorkshire LS23 7BN. Price £2.00 incl. p&h, or £2.50 for 10 copies.

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RESOURCES/VIDEO

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Finlay J Macdonald reviews the BBC Television Shakespeare on video



Derek Jacobi as Hamlet

glossary of difficult words and phrases. Enterprises have achieved an excellent job of presentation without usurping the role of class tutor whether he be a Shetlander with a lip or a don with a billowing gown.

In reviewing the two plays sent to me

I've removed the hat of a one-time television drama producer and put on that of the parent of a lad currently studying for his pre-university exams. Thus I am spared the temptation to egotize on production techniques or indulge in comparisons between Claire

Bloom playing Gertrude here and the same young lady playing Ophelia to Richard Burton's Hamlet in 1953. And yet certain elements of production review and performance comparison must be permitted.

Take Burton, for example. His was a

Hamlet of rolling poetry and rich resonance where memory is more of the performer than the character. Take Derek Jacobi. Here the actor submerges himself in the part and treads a path between theatricality and naturalism which gives the student a simple vision of the complex prince upon which he (the student) can build his own interpretations.

And that, perhaps, exemplifies the value of these TV productions now being presented as teaching aids. Because they were planned to be definitive (a huge ambition!) and because they were created to reach out to a global audience, they avoided the gimmickry which has marred so many screen productions of Shakespeare in the past, and they observed a simple loyalty to the text which gives free rein to the interpretive abilities of the individual student. The sense of direct communication achieved in the Jacobi performance is achieved differently in *Macbeth* by the simple art of setting the play in its own 11th-century spartan Scottish period rather than in the Elizabethan age. The result is that neither staging nor costume detract one whit from the complexities and effects of evil which are the principal concern of playwright and student respectively.

This is a venture of gigantic importance by BBC's Education and Training Division of Enterprises. In these days of budgetary constraints £56.35 for one Shakespeare play may seem a sizeable chunk out of an English department's budget, but viewed as an investment for years to come, it is a "dateless bargain". And still in that parental hat, I hope that the next mini canon will be swift to appear - and that it will contain *Othello*.

Task mastering

Primary Technology: A Problem Solving Approach: The Challenge

Both programmes on one tape £34.50 incl VAT and p&p. VHS.

Kent Educational Television Centre, Barton Road, Dover, Kent CT16 2ND (Available free to Kent schools).

These two programmes provide a realistic account of how various primary schools in Kent approached the introduction and development of a wide range of technological activities with little initial funding, but with the benefit of determined, yet non-expert teaching staff.

Both programmes relate a success story that would most certainly inspire and enthuse primary teachers who are considering introducing technology as an informal investigative activity which provides an opportunity for inventive, creative and enjoyable work. They also suggest a basis upon which children's experience and understanding can be organized and extended by applying a "design, make and test" approach.

"Design and construct an object or machine that will cross a 35-metre gap" was the task set for a group of top juniors in *A Problem Solving Approach*. They had previously surveyed the bottom of a pond while on a field trip, then decided to devise something that would cross the pond without touching the water.

After some discussion the pupils were required to suggest, then draw their own solutions and, although many were initially unsuitable, judicious guidance from an enthusiastic

teacher concentrated their efforts on the more successful principles. From this small beginning they proceeded to build kites, launches, rockets, cable cars and other vehicles, many of which crossed the pond, but more importantly provided individual children with skills that enabled them to select and reject ideas, to plan logically and work effectively in groups.

The second programme, *Primary Technology: The Challenge*, follows the further development of technological activities in several schools. The producer of both programmes, Paul Shallock, Advisory teacher for primary technology, set up workshop sessions and taught alongside teachers in their own classrooms in an attempt to encourage them to consider technology as a valuable part of the school curriculum.

The challenge thrown down is for teachers to consider how they might best employ the use of technological activity. This is done by showing several working examples, most notably a general project on a river valley through which part of the M25 motorway was under construction. This led to the design and realization of cardboard motorway machines which were hydraulically operated by water filled syringes and plastic tubing.

The *Challenge* is undoubtedly more useful than the first programme as an inset film for teachers, since it covers how these activities have been developed in a variety of schools in different ways. There is never the suggestion that one approach will suit all schools and although some may be deterred at first by the level of the more ambitious projects, there is certainly much of interest to the teacher who is starting from square one.

Len Cunningham
See "Problem Solving, Not Play", page 42, *Craft Design and Technology Extra*.

TRAMCARS

The "Ripley Rattlers" were tramcars that travelled between Ripley and Nottingham from 1913 to 1932. The 15-mile tramway, reputed to be the longest and most dangerous in Britain, is now featured in a 20-minute video. Produced by the Nottinghamshire County Council Education Resources Service, the video portrays people,

places and events along the route which ran through O.H. Lawrence countryside and recalls his story "Tickets Please". It is available, price £17, from the Education Resources Service, Gedling House, Wood Lane, Gedling, Nottingham.

"WRITERS IN CONVERSATION"
ICA Video has just finished shooting the last of its "Writers in Conversation" series. There are now 24 45-minute videos available, which are being marketed to public libraries around the country. Each one features a writer talking to another writer or critic. ICA Video, 12 Carlton House Terrace, London SW1Y 5AH.

Women's work

Science: Women's Work
National Science Foundation, US
I Want to be an Engineer
National Film Board of Canada
£95 each. VHS, Betamax, U-matic
From Educational Media International,
25 Boileau Road, London W53AL.

WISE year (1984) saw the launch of a number of videos in Britain to encourage more girls to study science and engineering. Here are two examples from across the Atlantic. They use similar content - professional women scientists or engineers - but are differently structured.

The US video focuses on science, presenting seven women working variously in astronomy, biology, geology, chemistry, mathematics and psychology. It uses a narrator who poses questions to the women, tells us about them and sometimes allows them to speak for themselves. We meet each woman briefly, as the stage is set by questions such as "What would you say to a man who says 'Sorry - science is man's work'?" and then each subject is explored in more depth. We experience a kaleidoscope of faces, equipment, scenery and voices.

and the overall effect is somewhat confusing.

Part way through the focus changes to emphasize the importance of "math". Teachers discuss reasons why girls do less well in math. Pioneering work with young black women at Spelman College, Atlanta, to overcome math-anxiety and a novel approach to teaching about "memory" by staging a purse-snatch are featured. While these provide interest, the multiplicity of messages conveyed makes the use of this video for school children problematic, as does its use of expressions such as "superhero" and "majoring in the right subject" and even "math".

I think it should not be seen as careers counselling material but could be of value in general studies, raising questions of stereotyping and reasons for studying science. Its great value lies in the varied ethnic backgrounds of its women.

The Canadian video is simpler and more likely to receive a positive response from adolescents. It features only three women, working respectively in civil, biomedical and environmental engineering, who are allowed

to tell their own stories.

Lyne nervously approached her first site assignment but earned respect by doing the job well. She has enormous pride in the completed ferry loading-ramp. Carolyn works to make medical devices "goof-proof" and is at pains to demystify machines for nurses. She sings and enjoys playing football and sailing. A massive hydro-electric scheme, diverting two major rivers, and including three power stations, is the context for Denise's job. She manages a team which monitors its impact on the environment and works to re-establish a balanced ecology.

This second video, which also includes comments on family life and child care by both husband and wife, would be a valuable addition to counselling material in any school. But both videos include only "professional" women (most with PhDs). A more balanced programme might feature young women technicians also (as does the *Three VASE girls* programme made by GEC, Telecommunications) and so appeal to a broader ability range in schools.

Jan Harding

Child abuse

Tom: A Study of Child Abuse
VHS, Betamax £25
(ILEA schools £15 to buy, £5 to hire)
Accompanying booklet £1.20 to non-ILEA schools, 75p to ILEA
ILEA Learning Resources Branch,
Centre for Learning Resources, 275
Kennington Lane, London SE11 5QZ.

With the discovery of yet more little children's bodies, child abuse hits the headlines again, and the National Children's Home says it's happening more and more. But it isn't enough to watch out on behalf of the children, or even to tell children to be careful. Warnings and advice on how they can cope with harmful adult intrusion have to be spelled out in detail.

Tom: A Study of Child Abuse is a video designed to tell teachers how to recognize and deal with only one kind of child abuse - non-accidental injury. It is an adult-orientated film, very much concerned with the administrative aspects, in which (other than the fictional Tom) children do not feature. They are seen as fairly passive, recipients of this kind of adult punishment. Consequently, it does not provide teachers with clear instructions on how to help the children help themselves. The film is accompanied by a story



booklet which reflects its approach. The first third of this presentation does provide an excellent lesson for teachers. It is an involving dramatiza-

tion of little Tom's story, how his class teacher spots the trouble, the headmistress deals with his mother, and then alerts the welfare authorities, to whom she finally hands over. The drama ends with the social workers setting off to visit Tom's home, and we never hear what happened to him (either mentally or physically) or how the situation evolved. After that we are into half an hour of "talking heads", mostly in offices, which is far less gripping. There are four of these discussions: a primary school headmaster is interviewed glancing with many an "um" at the notes on his knee; three men in authority discuss abuse; two doctors show horrific slides of injured children (the screen placed against a bright window); and a previously battered mother who has set up an organization for parents is interviewed at length.

If only the drama had been taken to a conclusion, the interviews shortened and broken by graphics, and the camera had done a little more than zoom in and out, then the messages would have been better conveyed and remembered. Everything that everyone says is important, but even with this vital and intrinsically interesting subject, it is at times a dull presentation.

Joan Freeman



Seasoned scientists

Joan Freeman on ITV's new series of science for infants and juniors

SCHOOLS TELEVISION
All Year Round: Good Health
Science and health for 6 to 8 year-olds
ITV, Central Television
Tuesdays 11.27am
Repeated Thursdays 9.54am.

The independent television companies clearly see their educational services as an important area of their output. In response to teacher and Department of Education and Science demand, Central Television have put considerable thought and effort into producing an interesting series of starting science films for top infants and early juniors. It is to their credit that all three of their external advisers are primary heads. The films are being shown fortnightly throughout this academic year, transmitted by all the independent companies across the country.

There are 14 programmes, of about a quarter hour each, covering all the basic health and hygiene matters. Most importantly, they are child rather than subject-centred and set the children's lives within the familiar context of their environments. There is no need for any special equipment to make the best of the teaching in the films. They cover social matters such as "Families" and "Playing", physiology such as "Resting" and "Breathing", and care such as "Keeping Safe".

As it says in the carefully written teachers' handbook, the idea is to "help children bring a questioning mind to their experience of themselves and the things around them". On the whole, the series succeeds in this admirable aim, though it occasionally slips up by, for example, the inclusion of a text-book type science diagram. And a nice Midlands-tinged voice-over

asks questions from time to time, which are not actually answered in the film.

Teachers are expected to be on the ball. There were a few in the preview audience in Birmingham who expressed their anxiety at this, but the handbook gives very generous reference, and surely science teachers can cope with describing how a fish or a worm "breathes".

There are plenty of ideas for things to do, like the measurement of how breathing rate changes with exercise, and stimulation to some higher level thinking skills, like asking the difference between work and rest. Beatrix Potter realized long ago that little children can enjoy having big words to play with, and the series provides a few, such as oxygen and carbon dioxide.

Some teachers thought their pupils

couldn't cope with such flights of intellect, but in fact there is so much to pick from in each film that the children who weren't up to it, would doubtless just skip those bits.

Full marks to the makers for their concern to get the ethnic and sex balance right. In the "Resting" film we saw three girls changing batteries in a robot toy, a man changing a baby's nappies and making his own sandwiches for work, and all the films show children of different shades of complexion. It should not be difficult for most children to identify with those children shown in the films, with perhaps the exception of some home counties preparatory school pupils.

The opening titles of the films are excellent. To illustrate the idea of time and natural rhythms, flowers unfold, a kite flies in the wind, and a clock ticks very clearly against a background of a

calendar. Even the producers said they saw different things in it each time they watched it. The series is supposed to be matchable to the time of the year if the teacher wants it that way.

It was particularly heartening that the makers of these films went a considerable effort and expense to obtain the reactions of working primary school teachers to films which have not yet been transmitted and which will be changed.

For instance, one man pointed out that expelled breath was not made up entirely of carbon dioxide, as the film had said. He was assured that this would be changed to include water vapour and other gases. If this type of film-expert and teacher interaction sign of yet more cooperation to come, then it can only be beneficial to school learning, and we can look forward to more of it.

Good story

SCHOOLS TELEVISION
Time for a Story
ITV, Granada. Mondays 9.59am
Repeated Thursdays 9.42am.

Granada's new "Introduction to reading" has all the ingredients of a successful series. It's aimed at children of four to six years, which makes presenter Bill Oddie a very good choice. The amiable ex-Goodie introduces and reads all the stories in these 10-minute programmes, so a lot depends on his personality. He is appropriately cuddly and avuncular without being silly.

So much for the high profile. Behind the scenes, the series consultants are Margaret Clark and Wendy Dewhurst, solid and reliable names in the teaching of reading. Dr Clark is probably best known to teachers in this country for her book *Young Fluent Readers* (Heinemann Educational, 1976) but this doesn't mean that the series is for high-fliers.

The philosophy behind it is reading for enjoyment and 10 little books have been specially written to go with the first (and last) episodes. There will be a further series in the spring. The stories are short and deceptively simple with plenty of dialogue, repetition and the qualities that make up a good story. These include: interesting words and

the vocabulary is blissfully not controlled. Imagine a beetle in a reading scheme story being called *Chrysalis*! *Staphylinid*! But there is one in Tony Ross's *What's in a Name?*

The studio set is used effectively. We've seen a lovely mechanical circus made by Ron Fuller in the episode in which the clown story *Otto's Little Hat* is read. And in the ninth episode you'll have the treat of seeing Bill Oddie, who is also a keen amateur ornithologist, having a chat with a real eagle.

But of course what matters most about a series of this kind is the stories. It is based on. These 10 vary in quality, as do their illustrations. Those of David Hughes, for Hazel Townsend's *One Up* in the first programme, are quite hideous and well below the standard that this age group is used to in trade picture books.

The series has a way to go in providing any kind of multi-racial context for the stories. There is the almost obligatory Anansi tale but even that loses a great deal by being read by Bill Oddie in a very strange variety of accents instead of by its re-teller Grace Hallworth. But as a whole it will be a welcome addition to the infant teacher's repertoire of resources for teaching reading through story.

Mary Hoffman

Cheap labour

The People Trade
Channel 4,
Thursdays 8.00pm.

Sri Lankan women who hope to get jobs as domestic servants in the Middle East are weighed and measured in order to ensure that they conform to the required physical standards (minimum height 4 foot 6 inches, minimum weight 35 kg). This could hardly be bettered as a vivid illustration of the trade in people, the subject of this new Channel 4 series, which looks at the workings of the international labour market.

The most visible aspect of this trade is migrant labour, which has burgeoned on an unprecedented scale in the post-war years, to the extent that there are now about 25 million migrant workers throughout the world. Needed for their contribution to the local economy, but resented (or worse) for their presence, they are often regarded ambivalently by governments and people.

In fact, as the first programme pointed out, the physical movement of

workers is only part of the story. For more and more multi-national companies have been moving in the opposite direction - to where a pool of cheap labour (often women) is available, whether in the Third World or in economically backward areas of the developed world.

The programme delves into some of the effects of this. In industrialized countries, pressures can be put on the workforce by threatening to move production elsewhere; and although workers are attempting international cooperation to combat such tactics, the companies remain in a strong position. In the Third World, there is the danger that workers will be exploited; a Sri Lankan minister attempted to deflect this criticism by saying that comparatively low wages worried not the Sri Lankan worker but the western observer. But, on the evidence of this programme, there is an undercurrent of discontent.

Last year's Bhopal disaster highlighted other consequences of multi-national policy: the possibility of low health and safety standards, and the growth of urban squalor in shanty towns as workers move to the cities.

The programme concluded its look at this process of urbanization with a glimpse of apocalypse: on the one hand, the prospect of revolution and violence as tensions between rich and poor increase in the sprawling cities of the Third World; and on the other, the fundamentalist anti-western reaction of Khmeulists, in the words of one of the academics interviewed, of the underdeveloped world as a solution.

Later programmes in the series descend from these heights of generality to explore particular aspects of international labour. "Departures" the second programme, concentrates on the Mexican village of Chetumal, which, like many others, depends largely on income from migrants to the United States.

In the end, specific scenes are shown and most movingly, a 73-year-old man tramping the streets of Mexico City trying to sell tables; US border patrols with their advanced gadgetry; father speaking of his bitterness about not being with his young children.

Ashok Barty

briefings
radio & tv

For schools

HISTORY IN ACTION
(Monday, 10.29 ITV)
Archive film illustrates the over-14s the way Stalin became "The Red Tsar".

GENERAL STUDIES
(Mon 11.40, Fri 13.33 BBC2)
"The Food Scandal" investigates the reasons why a major report on the British diet was kept secret for two years.

HORIZONS DE FRANCE
(Monday-Friday, 00.30 VH4)
This series for O level students returns with five 40-minute broadcasts. The first is a teachers' programme explaining how best to exploit the series; other topics include Marseille/Fos (Radiovision), Brittany, a "who-dunnit" and aspects of French life.

EVOLUTION
(Tuesday, 10.48 ITV)
A level students begin a three-part unit on natural selection, genetic drift, adaptation and the influence of man on natural population selection.

Continuing education

MICRO LIVE
(Fri, Oct 18, 19.30, Mon 17.30 BBC2)
How secure are modern computer systems? Fred Harris investigates while Ian McNaught-Davis explains data encryption.

DRUG ALERT
(Sunday 16.00 R1)
A special 60-minute investigation on Nlok Ross into the misuse of drugs in Britain today. Part of Radio 1's long campaign to help young people kick the habit or avoid temptation. Revised linkline is 0245 500 800.

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giving full C.V. and names of
two referees. Applications
from Avon as an Equal Opportunity Employer considered
on the basis of merit. For the
post, regardless of sex,
race, disability or sexual
orientation. (50556) 100086

EALING

LONDON BOROUGH
EDUCATION SERVICES
DURDANS PARK FIRST
SCHOOL
King George's Drive,
Southall
Required for January 1986 or
earlier if possible, an enthusiastic,
teacher, well-versed in good
educational practice, to work
in a modern 60 place Nursery
unit.
The successful candidate
will be one who is able to
work as part of a very well-
co-ordinated team with
excellent high standards of
work and expertise. The children
are multi-ethnic and many
do not speak any English.
The teacher appointed
will be expected to
encourage children in the
context of their individual
needs and the educational
needs of the under-fives.
Scale 1 plus £1,038 London
Allowance.
Application forms obtainable
from Chief Education Officer,
Hedley House, 78-81
Everside Road, London W8
5BU (SAB) to be returned by
November 1985. 100086
(198506)

EAST GRINSTEAD

ROYAL NATIONAL
INSTITUTE FOR THE BLIND
BUTTING ROAD NURSERY
SCHOOL FOR VISUALLY
HANDICAPPED CHILDREN
East Grinstead
Please send application form and
further details to: Special
Education Unit, 100086
(10194) 100086

KINGSTON UPON THAMES

ROYAL BOROUGH OF
KINGSTON UPON THAMES
BURLINGTON INFANTS
SCHOOL
Burlington Road, New Malden,
Surrey KT8 4LJ
Tel: 01-849 1586
No. on roll: 272
Required as soon as possible,
an enthusiastic NURSERY
TEACHER to be responsible
for a class in the 130 part-time
place Nursery Unit.
The post involves working in
a team of two teachers and
three NNEs Assistants.
Visits to the School welcome
by prior arrangement with
the Headmistress.
Scale 1 post, London Allowance £678.
Please telephone the Director
of Education and Recreation
IMMEDIATELY for an
application form (0-50
8151, Ext. 2410) which should
be returned to the HEAD-
MISTRESS at the School by NO
LATER than Friday 25th
October 1985. (50812) 100086

Primary School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
DOWNSIDE LOWER SCHOOL
DOWNSIDE AVENUE, DUNSTON
LU5 4AE
Group 2
Required for April 1986.
Estimated number on roll
April 1986: 162 children aged
5 - 8 years.

DOVER DOWN LOWER
SCHOOL
Rough Road, Leighton Buzzard
LU7 3AG
Group 2
Required for April 1986. Roll
April 1985: 133 children aged
5 - 8 years.
Application forms and further
details for both the above
schools available from the
Chief Education Officer,
County Hall, Bedford.
Closing date: 14th November 1985.
(1085) (198508) 110010

Wiltshire

PRIMARY EDUCATION HEADSHIP POSTS

IVY LANE JUNIOR AND INFANTS COUNTY PRIMARY SCHOOL

Ivy Lane, Chippenham. SN15 1HE

Group 6 N.O.R. 407

Required for this school from the Summer Term, 1986, following the appointment of the present Head to an advisory post with another Authority. The school, which is on a self-contained site, serves a socially mixed urban area.
Closing date for completed application forms—4th November, 1985.

GUTHRIE C.E. CONTROLLED INFANTS SCHOOL

William Street, Calne, Wilt. SN11 9BE

Group 3 N.O.R. 126

Required from January or Easter 1986, following the appointment of the present Head to an Advisory Teachers post in Wiltshire. The school is purpose built and serves a socially diverse area in the town of Calne.
Previous applicants will automatically be reconsidered unless they notify the Authority otherwise.
Closing date for completed application forms—Thursday 24th October 1985.

MARGARET STANCOMB COUNTY INFANTS SCHOOL

British Row, Trowbridge, BA14 8PB

Group 3 N.O.R. 140

Required from January 1986 or the town centre School in old-style accommodation, following the retirement of the present Head in December 1985. The Governors seek a candidate who will continue the caring response to the needs of the local community already established.
Closing date for completed application forms: 1st November, 1985.
Application Forms and further details for the above posts (S.E. please) from Chief Education Officer (8777/AM), County Hall, Wyndham Road, Trowbridge, Wiltshire BA14 9JB.
(1085) (198508) 110010

4

Times Available For Recording From Sunday 17th October 1985

Approximate Transmission Times.

Sunday 17th October
2.00pm: PBS For Code B
2.15pm: The Balance Programme For Code F
7.15pm: Hours of the Day: Living Reports For Code C
9.15pm: Peter Egan's Telly & Story For Code C
Tuesday 20th October
3.45pm: Years Ahead: For Code B
5.30pm: Anything We Can Do - I've Got a Problem - For Code B
Wednesday 21st October
8.30pm: Divina Reports: For Code B

Thursday 21st October
8.00pm: The People Trade: Arrives For Code C
11.00pm: Pottery: Living Reports For Code C
Friday 21st November
7.15pm: Hours of the Day: Living Reports For Code C
8.15pm: A Week in Politics For Code B
10.30pm: What's in a Name? For Code B
For more information contact:
GUILD LICENSING
9 Royce Road, Peterborough PE1 5YB
(0783) 318315
Leta Changes (0733) 312152. (1014)

MIDDLE SCHOOL EDUCATION continued

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

HEREFORD AND WORCESTER COUNTY COUNCIL
DINGLESDALE MIDDLE SCHOOL
Woodrow North, Redditch

Required for January 1986, a suitably experienced and qualified teacher for co-ordinating the remedial and special needs work in the school. The successful candidate will be based in the 3rd and 4th years of the 9-13 Middle School. Scale 2 post available for suitable candidate.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Modern Languages

Scale 2 Posts and above

HEREFORD AND WORCESTER COUNTY COUNCIL
SLADEN C.E. MIDDLE SCHOOL
Kiddersley, Worcs. DV11 2QJ

Required for Easter 1986 or sooner if possible, a well qualified and experienced teacher of French to undertake the subject throughout the school and to teach in the upper primary. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Music

Scale 2 Posts and above

EALING
LONDON BOROUGH OF EALING
Acton Lane, London W4 5AW
Required for January 1986, an enthusiastic Nursery Teacher for the 3-5 year olds. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

EALING

LONDON BOROUGH OF EALING
Acton Lane, London W4 5AW
Required for January 1986, an enthusiastic Nursery Teacher for the 3-5 year olds. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

HERTFORDSHIRE

ALLENBY'S SCHOOL
High Street, Stevenage
Required for January 1986, an enthusiastic Nursery Teacher for the 3-5 year olds. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Deputy Headships

Second Masters/Mistresses

BERKSHIRE
Winkfield School
Winkfield, Reading RG40 3JG
Required for January 1986, an enthusiastic Deputy Head Teacher for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

THE TIMES EDUCATIONAL SUPPLEMENT 18.10.85

SECONDARY DEPUTY HEADSHIPS continued

BIRMINGHAM CITY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
THE ASHBOURNE
Oxford Road, Birmingham B3 3JG

Required for January 1986, a well qualified and experienced Deputy Head Teacher for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

BIRMINGHAM CITY COUNCIL continued

BIRMINGHAM CITY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
THE ASHBOURNE
Oxford Road, Birmingham B3 3JG

Required for January 1986, a well qualified and experienced Deputy Head Teacher for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

OXFORDSHIRE COUNTY COUNCIL

CHIPPING NORTON SCHOOL
Burford Rd., Chipping Norton, Oxon OX7 6DY
Roll 1000 Group 11

Required for January 1986, a well qualified and experienced Deputy Head Teacher for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

KENT COUNTY COUNCIL

DOVER DIVISION
DOVER SECONDARY SCHOOL
Mill Road, Dover, Kent DA1 1JG
Roll 1000 Group 11

Required for January 1986, a well qualified and experienced Deputy Head Teacher for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Careers

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
Bromley, Kent BR1 1JG
Roll 1000 Group 11

Required for January 1986, a well qualified and experienced Head of Department for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Scale 1 Posts

BRENT LONDON BOROUGH OF

CONVENT OF 1889 & 1911
Convent of 1889 & 1911
Convent of 1889 & 1911
Convent of 1889 & 1911

Required for January 1986, a well qualified and experienced Head of Department for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

Scale 1 Posts

BRENT LONDON BOROUGH OF

CONVENT OF 1889 & 1911
Convent of 1889 & 1911
Convent of 1889 & 1911
Convent of 1889 & 1911

Required for January 1986, a well qualified and experienced Head of Department for the 11-18 Co-educational School. Salary £1,038 London Weighted. Closing date: 1st November 1985. (00185) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION
EDUCATION SERVICES
BURNLEY ROAD, LEWISDALE
BURNLEY, LANCASHIRE BB10 1JG

Required from 1 January 1986 for two terms only temporary teacher. Scale 1 to teach children aged 10-11 to assist with musical activities in the school. The successful candidate will be required to co-ordinate the subject and to be responsible for the successful candidate. Scale 2 post available for suitable candidate.

The Governors seek to appoint a teacher fully in sympathy with the aims and ethos of a Church of England School and will enter fully into the life of the school.

Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

Scale 1 Posts

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted
Required for January 1986, a well qualified and experienced teacher of French (Scale 1). Application forms and further details are available from the Headteacher (S.A.E. please). 131020 (00754)

By Subject Classification

Art and Design

Scale 1 Posts

WEST SUSSEX COUNCIL
OLDBURY COUNTY MIDDLE SCHOOL
GENERAL CLASS TEACHER
See main ad under other than by subject. (00525) 131022

HEAD

Required September 1986.
HOCKERILL SCHOOL
(Group 9),
Dunmow Road, Bishops Stortford

Essex has a long standing tradition of boarding education which continues to play an important role within the provision for secondary education in this large LEA. This mixed comprehensive school is situated in the premises of a former College of Education in attractive, well maintained grounds.

Hockerill School provides for 380 pupils aged 11-18 and is appropriately staffed for curriculum needs. The annual salary is Group 9. Emoluments include free accommodation in a large four bedroomed house. Relocation allowances payable in appropriate cases. Please send full CV, for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market

SECONDARY SCIENCE

WILTSHIRE COUNTY COUNCIL
CLARENDON SCHOOL,
Frome Road, Trowbridge,
Wiltshire BA14 0DJ
11-18 mixed comprehensive 1313 pupils
TEACHER OF PHYSICS
Scale 1 required from 1.1.86.
This is a full-time temporary post for the Spring Term.
Required to teach Science with a particular interest in Physics. Physics is taught in the school at the age of 11-18. There is also a developing programme of combined science teaching, to which the appointee would be expected to contribute.
We are looking for an enthusiastic teacher to join a Faculty committed to the concept of Science for all pupils.
Application form and further details available from the Headteacher at the school or from the County Council, 134822
134822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WALTHAM SENIOR HIGH SCHOOL
Tunbridge Wells, Kent TN11 2JL
Read: Mr. R. Austin
Required for January 1989, a teacher with particular interest in the teaching of Science and Social Studies (A Level) to be responsible for the teaching of Science and Social Studies to pupils aged 14-19 years (550 on roll).
Further details of application, CV and names and addresses of referees to the Headteacher, Ref. No. P91/599, 134822 (00158)

Lancashire County Council

An Equal Opportunities Employer.

The following are required for 1st January 1989, unless otherwise stated and the closing date is 31st October 1988.

Secondary Schools
Forms/further details from/to the Headteacher at the school, SAE please.
BURNLEY HABERGHAM HIGH & SIXTH FORM CENTRE
Byron Building, Burnley, (Co-Ed. 750 on Roll 11-16. 169 on Roll 16-18) 1st January 1989 or as soon as possible thereafter.
SCALE 3 - 2ND IN MATHEMATICS. TEACHING TO OXBRIDGE LEVEL IN A FLOURISHING DEPARTMENT.

PRESTON RIBLETON HALL HIGH
Ribbleton Hall Drive, Preston, (925 on Roll)
SCALE 2 - MATHEMATICS. TO TAKE RESPONSIBILITY FOR SLOW LEARNERS AND REMEDIAL PUPILS.

LONGRIDGE COUNTY HIGH
Preston Road, Longridge, Preston, (710 on Roll)
SCALE 2 - 2ND IN MATHEMATICS DEPARTMENT.
BLACKBURN ST. MARY'S R.C. SIXTH FORM COLLEGE (AIDED)
Shear Brow, Blackburn, (604 on Roll. Mixed 16-19)
SCALE 2 - SPANISH TO 'A' LEVEL. PREFERABLY WITH FRENCH.

NELSON WALTON HIGH
Oxford Street, Nelson, (865 on Roll. 11-18 Mixed Comprehensive)
1st January 1989 or 1st May 1989
SCALE 2 - FRENCH.

CHORLEY ST. MICHAEL'S C.E. HIGH (AIDED)
Astley Road, Chorley, (980 on Roll. Mixed 11-16)
SCALE 1 - TEMPORARY APPOINTMENT FOR PERIOD 1ST JANUARY - 31ST AUGUST 1989. FULL TIME OR PART TIME. EITHER MATHEMATICS OR SCIENCE OR A COMBINATION OF BOTH.
Re-Advertisement

BURNLEY WALSHAW HIGH
Eastam Avenue, Burnley, (943 on Roll. Girls 11-16)
SCALE 1 - MATHEMATICS.

COVENTRY CITY COUNCIL

Assistant Teachers

Required January 1989 unless otherwise stated at:

1. FOXFORD MIXED COMPREHENSIVE SCHOOL,
Grange Road, CV6 6DB Tel. 0293 367444
(Social Priority School) (1222 on roll)

HEAD OF HOME ECONOMICS Scale 3, to lead a team of teachers in developing further all aspects of Home Economics in this school. Further details of the post available from the Head Teacher.

2. WOODWAY PARK SCHOOL & COMMUNITY COLLEGE, Wigston Road, CV2 2RH Tel. 0293 616155 (Social Priority School) (687 on roll)

a. Required January or Easter 1989 SPECIAL NEEDS Scale 1 to join a team of staff in the Supportive Studies Department. Experience of cross-curricular work essential. Further details on request from the school.

b. HEAD OF MODERN LANGUAGES, Scale 3 to lead a small but energetic department in excellently suited accommodation. Ability to teach French and Spanish essential. Further details on request from the school.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher at the school concerned within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Convancing disqualifies.

An equal opportunity employer

WOLVERHAMPTON

EDUCATION COMMITTEE

PENSFORD HIGH SCHOOL

For January 1989:
SCIENCE SCALE 1

The school is a well established 11-18 mixed comprehensive situated on an excellent site near the northern end of the town. It has about 850 pupils on roll.

Applicants for the post should be qualified to the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1AB. The closing date for applications is 14 days of this advertisement.

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. 134722 (90533)

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER

WALTHAM SENIOR HIGH SCHOOL
Tunbridge Wells, Kent TN11 2JL

Read: Mr. R. Austin
Required for January 1989, a teacher with particular interest in the teaching of Science and Social Studies (A Level) to be responsible for the teaching of Science and Social Studies to pupils aged 14-19 years (550 on roll).

Further details of application, CV and names and addresses of referees to the Headteacher, Ref. No. P91/599, 134822 (00158)

WILTSHIRE

EDUCATION COMMITTEE

WOOTTON BASSETT SCHOOL

Wootton Bassett, Wiltshire BA17 7HD
A co-educational Comprehensive School for 1500 pupils aged 11-18
Tel: Swindon (0793) 852131

Required for January 1989, or as soon as possible thereafter. HEAD OF STUDIES (Scale 4). In the school the Faculty has responsibility for History, Geography, Religious Education and Modern Languages. The Faculty has a lively programme of field work in all subjects. A willingness to take an active part in the pastoral work of the school is desirable.

The vacancy arises through promotion of the present holder to a Deputy Headship.

Application forms and further details from the Headmaster at the school, SAE please. 135018 (01344)

WILTSHIRE

EDUCATION COMMITTEE

WILTON SCHOOL

Wilton, Wiltshire BA14 0JL
A co-educational Comprehensive School for 1500 pupils aged 11-18
Tel: Swindon (0793) 852131

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LEICESTERSHIRE

COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

BROOKVALE HIGH SCHOOL

Brookvale, Leicestershire LE16 0UB
(11-14 High)
MUSIC SCALE 2/3

Please see under Heads of Department (00573)

Scale 1 Posts

ESSEX

SCHOOL

Buxton Road, Grays, Essex SS17 7JL
Tel: 0473 71551

Required for January 1989, a teacher with particular interest in the teaching of Music and Drama. The school has a strong tradition in these subjects and the appointee will be expected to contribute to the development of the Music and Drama departments.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

HAMPSHIRE

PRIORITY SCHOOL

Fawcett Road, Portsmouth PO4 0DL
(12-16 comprehensive)
SCALE 1, TEACHER OF

Scale 1, Teacher of Drama, required for January 1989. The school has a strong tradition in drama and the appointee will be expected to contribute to the development of the drama department.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

SHROPSHIRE

EDUCATION COMMITTEE

EQUAL OPPORTUNITIES

WILLIAM BROOKES SCHOOL

Farley Road, Much Wenlock, Shropshire TF83 7JL
(12-16 comprehensive)
SCALE 1, TEACHER OF

Scale 1, Teacher of Drama, required for January 1989. The school has a strong tradition in drama and the appointee will be expected to contribute to the development of the drama department.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

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(12-16 comprehensive)
SCALE 1, TEACHER OF

Scale 1, Teacher of Drama, required for January 1989. The school has a strong tradition in drama and the appointee will be expected to contribute to the development of the drama department.

Scale 2 Posts and above

BRADFORD

CITY OF BRADFORD

EDUCATION COMMITTEE

COMMUNITY COLLEGE

Bradford, West Yorkshire BD1 1JL
(11-16 Secondary)
Required for January 1989, a teacher with particular interest in the teaching of Music and Drama. The school has a strong tradition in these subjects and the appointee will be expected to contribute to the development of the Music and Drama departments.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

Scale 1 Posts

GUERNSEY

STATES EDUCATION

COLLEGE

La Mare de Carteret, Guernsey GY1 1JL
(11-16 Secondary)
Required for January 1989, a teacher with particular interest in the teaching of Music and Drama. The school has a strong tradition in these subjects and the appointee will be expected to contribute to the development of the Music and Drama departments.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

HAMPSHIRE

PRIORITY SCHOOL

Fawcett Road, Portsmouth PO4 0DL
(12-16 comprehensive)
SCALE 1, TEACHER OF

Scale 1, Teacher of Drama, required for January 1989. The school has a strong tradition in drama and the appointee will be expected to contribute to the development of the drama department.

Application forms and further details from the Headmaster at the school, SAE please. 135222 (00573)

SHROPSHIRE

EDUCATION COMMITTEE

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SHROPSHIRE

EDUCATION COMMITTEE

EQUAL OPPORTUNITIES

WILLIAM BROOKES SCHOOL

Farley Road, Much Wenlock, Shropshire TF83 7JL
(12-16 comprehensive)

SPECIAL EDUCATION
continued

BARKING AND DAGENHAM
LONDON BOROUGH OF
BARKING AND DAGENHAM
SEN. YOUNG PERSONS
Headteacher, Dagenham, Essex
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Barking and Dagenham School, Barking, Essex, by 15th November 1983.

BROMLEY
LONDON BOROUGH OF
BROMLEY
Headteacher, Bromley, Kent
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Bromley School, Bromley, Kent, by 15th November 1983.

THE FOXLEY UNIT
Avalon Road, Orpington,
Kent SE8 5SD
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, The Foxley Unit, Avalon Road, Orpington, Kent, by 15th November 1983.

THE KENT MATHEMATICS PROJECT
It is hoped that the teacher appointed will be able to offer basic skills to his/her group.
The Kent Maths Project is a co-operative venture between the Kent Education Authority and the Kent Schools' Examinations Board. The project is aimed at providing a high standard of mathematics education for all pupils in the county. The successful candidate will be responsible for the day-to-day running of the project and will be expected to work with the Headmaster in the development of the project's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, The Kent Maths Project, Kent, by 15th November 1983.

HERTFORDSHIRE
LONGFORD SCHOOL
Headteacher, Longford, Herts. SG1 4AE
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Longford School, Longford, Herts., by 15th November 1983.

BROMLEY
LONDON BOROUGH OF
BROMLEY
Headteacher, Bromley, Kent
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Bromley School, Bromley, Kent, by 15th November 1983.

THE BROOKFIELD CENTRE
Hayes Lane, Bromley, Kent
BR9 5EA
General Subjects
Teacher, required from January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, The Brookfield Centre, Hayes Lane, Bromley, Kent, by 15th November 1983.

Candidates should be committed to a team work approach to the school's special education provision. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, The Brookfield Centre, Hayes Lane, Bromley, Kent, by 15th November 1983.

Enquiries to Mr. P. Sanders, Acting Head of Centre, Tel: 01-850 0274.

Application forms available from the Acting Head of Centre (a.e.s. please), to whom enquiries should be sent. Closing date for applications is 15th November 1983.

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SURREY

For vacancy January 1986. Experienced qualified teacher (in Primary or Secondary School) with experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Surrey School, Surrey, by 15th November 1983.

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LINCOLNSHIRE

ST GEORGE'S SCHOOL
Stamford
Scale 1 plus Special Schools Allowance - Roll 150
Required from spring term 1986 or as soon as possible.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, St George's School, Stamford, by 15th November 1983.

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Stamford
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SUSSEX

DAVIES' COLLEGE
44 Cromwell Road, Hove,
Brighton BN1 3JF
An Independent College of Further Education
Recognised as Efficient by the British Education Council
Required for January 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Davies' College, 44 Cromwell Road, Hove, Brighton, by 15th November 1983.

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NORTHAMPTONSHIRE

OUNDE SCHOOL
Required for September 1986.
Applicants should have a minimum of 5 years' experience in the field of special education. The successful candidate will be responsible for the day-to-day running of the school and will be expected to work with the Headmaster in the development of the school's special education provision. Salary: £10,000-£12,000 p.a. (plus pension). Applications should be sent to the Headmaster, Ounde School, Northampton, by 15th November 1983.

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Adult Education

LONDON
Inner London Education
Authority
SOUTHWARK INSTITUTE OF
ADULT EDUCATION
25, The Old Kent Road, SE15
Lecturer for work
with the elderly and
handicapped adults.
Applicants should be
qualified and experienced
in the field of adult
education. This is the second
stage of a two-stage process.
The first stage is a written
test. The second stage is an
interview. Successful
candidates will be offered a
place on the staff of the
Institute. Salary: £10,000
per annum. Closing date:
15 November 1985.

Youth and
Community Service

GLoucestershire
YOUTH WORK ASSISTANT
Required for the Gloucester-
shire Youth Association. Salary
£5,350. For full details and ap-
plication instructions contact
Mr. A. J. 78, London Road,
Gloucester. (01349) 440000

HERTFORDSHIRE
YOUTH & COMMUNITY
DEPARTMENT
YOUTH WORKER
(N. 303) £3,349 -
£5,350 (pay award pending).
Required to work in the
Gloucester area. The post
holder will work in variety of
settings in a supportive team
environment.
Applicants should have re-
levant experience preferably
including work with young
people and must be able to
speak Punjabi.
Full details and application
forms from: Youth and
Community Department,
North Herts College, Cam-
bridge Road, Hitchin, Herts.
SG4 0JD (Phone 0462
32351).
Closing date: 1st November
1985. (91356) 440000

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer
HIGHERFIELD YOUTH &
COMMUNITY CENTRE
SENIOR DEPUTY HEAD
OF CENTRE (ADULT)
Applications are invited from
suitably qualified teachers
to assist the Head of Centre
in the development of an ex-
tensive adult programme. In-
cluding: social, cultural, and
advice work, social and
cultural, and advice work.
The post holder will be re-
sponsible for the multi-
cultural centre. The work
demands a person with in-
itiative and proven organi-
sational and programming
skills, who has additional-
ly, had experience of and
is committed to community
education in an urban set-
ting.
Salary: Burnham FE
Lecturer Grade 1 (subject
to review).
Information and
application forms from:
Mr. J. C. 3C £3,349 -
£5,350 (pay award pending).
Required to work in the
Gloucester area. The post
holder will work in variety of
settings in a supportive team
environment.
Applicants should have re-
levant experience preferably
including work with young
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speak Punjabi.
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North Herts College, Cam-
bridge Road, Hitchin, Herts.
SG4 0JD (Phone 0462
32351).
Closing date: 1st November
1985. (91356) 440000

LONDON E16
ST. JOHN'S CHURCH
CENTRE
LONDON E16
Equal Opportunity Employer
WARDEN
Applicants are invited who
are qualified and experienced
in youth and community
work. The post offers an exciting
and challenging job in a
new building. J.N.C. 4
points 1 - £2,987 - £10,309
Application forms and de-
tails: Rev. W. W. W. W. W.
81, Wood Street, London E16
9JL. Tel: 01-476 440000
(90751)

LONDON
Inner London Education
Authority
STOWE BOYS' CLUB
258 Harrow Road, W2
ASSISTANT YOUTH WORKER
Required to develop a pro-
gramme in the club, the suc-
cessful candidate will be re-
sponsible for the multi-
cultural centre. The work
demands a person with in-
itiative and proven organi-
sational and programming
skills, who has additional-
ly, had experience of and
is committed to community
education in an urban set-
ting.
Salary: Burnham FE
Lecturer Grade 1 (subject
to review).
Information and
application forms from:
Mr. J. C. 3C £3,349 -
£5,350 (pay award pending).
Required to work in the
Gloucester area. The post
holder will work in variety of
settings in a supportive team
environment.
Applicants should have re-
levant experience preferably
including work with young
people and must be able to
speak Punjabi.
Full details and application
forms from: Youth and
Community Department,
North Herts College, Cam-
bridge Road, Hitchin, Herts.
SG4 0JD (Phone 0462
32351).
Closing date: 1st November
1985. (91356) 440000

NORFOLK
The Diocese of Norwich
requires
AN EXPERIENCED YOUTH
WORKER
With Christian commit-
ment to initiate and develop
the Churches work amongst
young people in the Har-
leston area of Norfolk.
Application forms and
job description from: Mr.
Paul Jones, Diocesan Youth
Officer, Diocesan Council
Office, 25, Old Market
Place, Norwich, Norfolk
NR1 1JL. Tel: 01603 61000.
Closing date two weeks
from the appearance of
this advertisement. 440000
(01332)

Lancashire
County Council

An Equal Opportunities Employer.

DISTRICT YOUTH SERVICE
District Education Office,
278a Whitegate Drive
Blackpool.

Required as soon as possible

SENIOR YOUTH WORKER
JNC - £10,200 - £11,382

Applicants for the above post should have qualifications
and experience in the Youth and Community Service.
The Senior Youth Worker will be mainly responsible for
the training of adults and young people in the District
Youth Service. Experience of women and girls work in
the Youth Service will be particularly useful.

Car allowance and subsistence are available.

Application forms and further details available
from/returnable to District Youth Officer, Education
Offices, 278a Whitegate Drive, Blackpool.

Re-advertisement

BARROWFORD YOUTH CENTRE
Bull Home, Barrowford, Nelson

Required 1st January 1986, or as soon as possible thereafter

YOUTH WORKER
JNC - £8,595 - £9,651

A qualified experienced Youth Worker required for this
purpose built centre, to be in charge of a team of part
time Assistant Workers and be a member of the District
Team, with District responsibilities. He/she will need
proven staff development skills.

This attractive and attractively situated Centre has an
established participative membership and a supportive
Management Committee.

Application forms and further details available
from/returnable to District Youth Officer, District
Education Offices, Market Street, Nelson.

The closing date for BOTH THE ABOVE POSTS IS:
15th November, 1985. (7070)

YOUTH & COMMUNITY
continued

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY
FOUR COPPER
£7,866 - £8,844

Applicants should be qualified
and experienced in youth
and community work. The
successful candidate will be
responsible for the multi-
cultural centre. The work
demands a person with in-
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The Centre for British Teachers Limited
BRUNEI DARUSSALAM
EFL TEACHERS AT SECONDARY LEVEL
The Centre is delighted to announce an extension of its project with
the Ministry of Education in Brunei. As a result of the success of our pilot project
there, we are now recruiting 48 teachers to join Centre teachers of EFL
currently working in Lower Secondary Schools in Brunei. It is anticipated that
the majority of appointments will commence on 1 December 1985 with some
10 places available for teachers who cannot begin until 1 January 1986.

Qualifications
Candidates should have an Honours Degree from a British University, PGCE,
and a minimum of five years teaching experience, including two years EFL.

BENEFITS
Tax-free salaries from \$83,050 to \$94,070 per month (£1 - £33)
Tax-free gratuity of four months salary
Subsidised furnished accommodation
Return air-fares; Baggage allowance; Free medical treatment

SUPPORT
The Centre's support for teachers includes:
Briefing in London
Orientation Course in Brunei with guidance on social and professional
conduct in the country
Extensive welfare and professional network and regular meetings
Opportunities to exchange ideas and develop teaching materials through
conferences and seminars organised by the Centre
Resettlement Advice at the end of the contract
Scholarships to take appropriate courses of further study in Applied
Linguistics or TEFL

For further information and an application form, quoting reference
number 86041, Elizabeth Baddley, The Centre for British Teachers,
Quattro House, Quality Court, Chancery Lane, London WC2A 1HP.
Tel: 01-242-2992. (7061)

EFL Teachers
Work with the
United Nations -
and make it work!

United Nations Volunteers is looking for teachers
for TEFL/ESP work in tertiary institutions in S.E. Asia
and China. They will be involved in teaching language
and literature - as well as curriculum development
in some countries.

As a UN volunteer you will find the work
demanding, and your values challenged. You will also
have the satisfaction of helping a third world
community to develop.

UNVs are recruited in the U.K. by Voluntary
Service Overseas (VSO). But UNV posts are not
limited to people without dependants - married
couples with up to two children may apply.

All selected candidates join the UNV roster,
and are then identified for posts as and when their
skills are required.

For further information please complete and
return the coupon straight away.

I am interested in volunteering. My qualifications/
experience are:

Name _____
Address _____

Post to: Enquiries Unit, Voluntary Service Overseas,
9 Belgrave Square, London SW1X 8PW (22p SAE appreciated)

TER/UN/1810

UNV It's up to you

WIGAN
METROPOLITAN BOROUGH
COUNCIL
YOUTH SERVICE
£7,866 - £8,844
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TER/UN/1810

UNV It's up to you

Posts
OverseasKey English Language
Teaching Scheme

The KELT scheme is part of Britain's Aid
Programme to developing countries

Mali

ESP Course Designer/Teacher
Trainer, Centre de Langues,
Institut Pedagogique National,
Bamako.

Duties: In consultation with the KELT
Adviser to the Ministry of National
Education (Head of Project) and the
Director of the Language Centre to design
and direct ESP courses for candidates for
Technical Cooperation awards; to teach
up to 10 hours per week; to train teachers
to teach on ESP courses and to write
materials; to develop the ELT resource
centre and supervise educational
equipment; to advise on the development
of courses for mixed groups of adult
learners and to assist the KELT Adviser
with training sessions for ESP teachers in
technical and higher education
institutions.

Qualifications: candidates, preferably
aged 30-50, must have a First Degree plus
a teacher's certificate and an MA in
TEFL/Applied Linguistics, at least 5 years
overseas TEFL experience including ESI
and materials writing, preferably in
Francophone Africa; experience of
teacher training is desirable; reasonable
spoken and written French is essential.

Salary: \$10,163-\$12,438 per annum.
Overseas Allowances: \$1816-\$2,881 per
annum depending on salary and marital
status.

Closing date for applications:
6 November 1985.

References: 86 K 75 T.

The following posts are also
funded under Britain's Aid
Programme to developing
countries.

Sri Lanka
Consultant, Staff College for
Educational Administration,
Maharagama.

Duties: to lead a task force for the
planning, organisation and conduct of a
postgraduate diploma in educational
management; to assist the task force in
the identification of problems and
resources and in the adaptation of
similar programmes that are being
carried out elsewhere; to facilitate the
task force in their efforts to retrieve and
utilise new ideas in bringing about
professional development of educational
administration; to help design the
curricula and determine work norms and
productivity levels of the faculty; to co-
ordinate and supervise the conduct of the
programme and the work activities of the
teaching staff.

Qualifications: candidates must be UK
citizens with a British educational
background. They should have a first
degree plus a postgraduate qualification,
preferably a doctorate with
specialisation in educational
administration including research into
administering education in developing

countries. They should have full time
professional experience both in the UK
and overseas in programme and
curricula development and
implementation of courses at
postgraduate level for educational
administration.

Salary: \$11,503-\$16,168 per annum.
Benefits: salary free of UK income tax;
free family passages; children's education
allowances and holiday visits; free
furnished accommodation; outfit
allowance; medical scheme; baggage
allowance; employer's contribution to a
recognised superannuation scheme or an
allowance of 11 per cent of salary in lieu.
Overseas Allowances: Nil to \$3,489
depending on salary and marital status.
Contract: Two years with the British
Council. Post tenable from January 1986.
Closing date for applications:
8 November 1985.
References: 86 K 78 T.

Bangladesh
Senior Technical Adviser,
Bangladesh Technical Education
Project, Technical Teacher
Training College (TITC), Dhaka.

Duties: to lead a team of British subject
specialists in helping set up a new
Technical Teacher Training College
which is to provide pre-service and in-
service courses for staff of Polytechnics
and Engineering Colleges in Bangladesh;
to liaise with the Chief Technical Adviser,
the Project Co-ordinator and the Director
of Technical Education on
implementation of the World Bank
technical teacher training programme; to
advise the Technical Education Board
and assist with the development of the
curricular examinations and methods of
evaluation; to assist with general
development of college administration
and finance in collaboration with the
Director TITC; to help with the selection
of equipment and advise on the training
of staff in the UK; to teach on appropriate
teacher training courses in specialist
subject areas.

Special qualifications: male candidates,
preferably aged 45-55, should have a
degree-level qualification in Engineering
and an advanced level qualification in
Technical Education.

**Considerable experience of all aspects of
Technical Teacher Training at a senior
level in the UK and overseas is essential.**
Salary: \$19,303-\$22,488 per annum.
Overseas Allowances: nil-\$1,544
depending on salary and marital status.
Closing date for applications:
8 November 1985.
References: 86 K 51 T.

This is a re-advertisement. Previous
applicants need not re-apply.

For further details and an application
form, please write, quoting the post
reference number, to: Overseas
Educational Appointments Department,
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The British Council

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The British Council

Buckinghamshire
County Council

An Equal Opportunity Employer
EDUCATION DEPARTMENT
H.M. YOUTH CUSTODY
CENTRE, AYLESBURY
LECTURER GRADE I - MATHEMATICS
(Re-advertisement)

Applications for the above full-time post are invited from qualified
and experienced teachers to teach Mathematics and Computer
Studies up to GCE examination level.

Opportunities are available to build up the use of Computers within
the Education Centre. The ability to teach other subjects (e.g.
Economics, Statistics, Commerce) would be an advantage.

Applications will begin on 1 January 1986 or as soon as possible
thereafter. Further particulars of the post and an application form may
be obtained from the Chief Education Officer, County Hall,
Aylesbury, Bucks, HP20

OVERSEAS POSTS

ITALY

THE GIRL JAMES HENDERSON is a qualified male primary teacher for 10 years, aged 35, from January 1985. A responsible allowance is available. Permanent contract after 12 months. Membership of state pension scheme and health service. Salary in accordance with the 1985/86 scale. Apply to Mrs D. Heard, Cabbies, Tilling, Services Ltd., 6-8 Backville, Piccadilly, London W1X 2BR. Tel: 01-734 0161. 460000 (1985/86)

JAPAN

ENGLISH TEACHER AND/OR LANGUAGE CONSULTANT wanted to provide instructions in conversational English to small groups, academic institutions and employees of Japanese companies. The successful candidate will be responsible for the appearance and maintenance of the English language atmosphere. Available to come to Japan by April 5. Send personal history and/or curriculum vitae including a physical description, conditions of health, interests, etc. with telephone number and a recent photograph to: American Business Consultants Ltd, Sakae Branch, Room 301, 1-5-3, Sakae, Sakae, Japan 460. 460000 (1985/86)

KENYA

GREENACRES SCHOOL, Nairobi, Kenya is looking for a well-qualified and experienced infant teacher for January 1986. All interested candidates should apply in writing to the Headmaster, Greenacres School, P.O. Box 42819, Nairobi, Kenya and include a curriculum vitae and references. (10547) 460000

SPAIN

BILBAO HOUSE SCHOOL, Bilbao, Basque Country, day school, 450 pupils, 3-17 years. Requires now or January 1986. A qualified male teacher, minimum 2 years experience. Send C.V. with references, photo and telephone number to: Sergio Morrison, Oak House, San Pedro Claver 12, 480000 (1985/86)

TURKEY

EFL Teachers wanted for international schools in Ankara and Istanbul. One year contract, R.S.A. Prep. Grande D. essential. Full C.V. and photo sent to: Teacher Selection Department, International House, 106 Piccadilly, London W1X 2BR. (1985/86) 460000

U.S.A.

WORK FIRST PLAY LATER IN the U.S.A. Are you a teacher, nurse or social worker? If so, CAMP AMERICA needs you for weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money and up to 5 weeks free time. **CAMP AMERICA**, Dept. TES, 03 37 Queens Gate, London SW7 or call 01-261 2375. 460000 (1985/86)

WEST GERMANY

BRITISH EMBASSY PREPARATORY SCHOOL, E.V. Music Teacher required, strong instrumental tradition, Junior/middle range (8-13 years). 40% MUSIC. 60% TIMETABLE. MIDDLE (12-13 yrs) ENGLISH. 40% HISTORY. GEOGRAPHY. Or a Junior 3 (10 yrs) class spoken German useful. Salary Burnham plus. Required January or earlier. C.V. and references s.a.s.p. to: The Headmaster, British Embassy Preparatory School, E.V. Helderhof, Bonn 2, W. Germany. (101360) 460000

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TEACH ON EXCHANGE IN USA

Qualified British teachers/lecturers of all subjects with 2 years experience currently teaching full-time in the UK are invited to apply for post to post exchange appointments to the USA during the 1986/87 academic year.

Teachers/lecturers are seconded on full UK salary with all incidental expenses and social security rights safeguarded. Travel allowance and cost of living allowance are payable.

Further details and application forms from: TES 03 37 Central Bureau, Seymour House, London W1X 2BR. Tel: 01-436 5101. Ext. 248. The closing date for completed applications is 15th November 1985. 460000 (1985/86)

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Administration Local Education Authority

DERBYSHIRE COUNTY COUNCIL

CAREERS SERVICE

Applications are invited for the following post in the Derbyshire Careers Service:

NORTH EAST DERBYSHIRE CHESHAMBOURNE BOLSOVER AREA CAREERS OFFICER

Based at St. Vincent's Church, Offa.

Salary: Scale 4/5/6 £16,000 - £19,591 with annual increments of £1,000 (7,950) upon satisfactory completion of the probationary year.

Applicants should be graduates or equivalent and hold or expect to obtain the Diploma in Careers Guidance.

A casual car user allowance is attached to the post.

There is a scheme of financial assistance for newly appointed staff including removal and relocation allowances.

Further details and forms of application may be obtained from the Director of Education, County of Derbyshire, Matlock, Derbyshire DE4 3AG. Tel: Matlock 5411. Ext. 5534.

Closing date: 8 November 1985.

Derbyshire County Council is an Equal Opportunity Employer. (19513) 460000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

County Adviser/Inspector With special interest in Home Economics & Allied Studies. £14,664 to £15,963 Carlisle

Post is available from Spring or Summer 1986. Applicants should be well qualified and have substantial responsible teaching experience in Home Economics with a willingness to develop that specialism across the age range in a broad curriculum context.

SAE for further details, defining the intended scope of this post, and application forms from the Director of Education, 5 Portland Square, Carlisle CA1 1PU.

Completed application forms should be returned together with a full letter of application by 1st November 1985.

County Adviser/Inspector

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£14,664 to £15,963

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With special interest in Home Economics & Allied Studies.

ASSISTANT SCHOOLS OFFICER (STAFFING AND OPERATIONAL) POID £11,280-£12,168

The successful candidate is likely to be an honours graduate with good teaching experience. This is an important position carrying considerable responsibility as a member of a team charged with the implementation of the staffing policies of this Authority for primary, secondary and special schools. There will be an opportunity to contribute to a variety of policy matters and to obtain a wider experience in the administrative function of this department. The post offers opportunities to gain administrative experience in a vigorous department and the successful candidate is expected to seek promotion to a senior post in this or another Authority after about three years.

APPLICATION FORMS AND FURTHER DETAILS FROM CHIEF EDUCATION OFFICER, (REF ST/PP/ED) EDUCATION DEPARTMENT, PO BOX 87, LEOPOLD STREET, SHEFFIELD S1 1RJ. CLOSING DATE 1ST NOVEMBER 1985.

City of Sheffield

An Equal Opportunity Employer

MID GLAMORGAN COUNTY COUNCIL

ASSISTANT DIRECTOR OF EDUCATION

Salary £17100 - £18732 per annum

Applications are invited for this appointment from appropriately qualified persons who have had teaching experience and wide education administrative experience (this latter experience must be gained in a full-time paid administrative post at a Senior level in the Education Department of a local authority).

Application forms to be returned by Friday, 8 November 1985, and further particulars obtainable from the County Clerk and Co-ordinator, Mid Glamorgan County Council, County Hall, Cathays Park, Cardiff, South Glamorgan, CF1 3NE. Telephone Cardiff (0222) 820098.

National Conditions of Service
Canvassing will Disqualify

Work Experience Officer

£6,279-£7,638 (£8,355 if qualified)

The work experience scheme is a well established and vital part of the overall programme at Bracknell Centre aimed at increasing the independence of mentally handicapped people. At present over a half of our 120 clients participate in a variety of placements.

We are looking for someone with the confidence, energy and imagination to further develop this scheme both within the Centre and in the community. A relevant qualification (C.Q.S.W., C.S.S. or Dip. TMHA) would be an advantage and possession of a driving licence is essential.

For an informal discussion please contact Phil Bethel on Bracknell 423788. Application forms and job descriptions from the Personnel Section, Bracknell Social Services, Fitzwilliam House, Skimped Hill Lane, Bracknell, Berks. Tel: Bracknell 426011.

Closing date 4th November.

An Equal Opportunity Employer

Royal County of Berkshire

CAMBRIDGESHIRE

ASSISTANT AREA EDUCATION OFFICER (NORTHERN AREA)

£11,850 - £12,885

An education professional is sought for the above post which arises from the promotion of the previous post holder.

The main duties are to provide professional support to the Senior Area Educational Officer in relation to the management, development and monitoring of Nursery, Primary and Special Education in the Northern Area.

The successful applicant will be a graduate with recent teaching experience. Evidence of some training in management-technique and practice would be a distinct advantage.

Details and application form from Personnel Section, Education Department, Shire Hall, Cambridge, CB2 31792. Closing date for applications 23 October 1985.

EQUAL OPPORTUNITY EMPLOYER

Education

General Inspector

(Post 16 Education)

Soulsbury H.T. Group 9

A well qualified and experienced person is required, for this exciting and challenging new post, who is currently working in or with Schools and Colleges. Nottinghamshire is expanding its support for curriculum and professional development activity in post 16 education and the Inspectorate is committed to further this work. Candidates (male or female) are sought who are able to demonstrate a broad range of skills and understanding, particularly in the professional and curriculum development concerns of post 16 institutions as they meet the needs of a changing client group. Relocation expenses where appropriate.

Application forms and further details (s.a.s.) are available from the Director of Education, Nottinghamshire County Council, County Hall, Nottingham NG2 7QP. Please quote ref. A150/145.

An Equal Opportunity Employer.

Nottinghamshire County Council

County Hall - West Bridgeford Nottingham NG2 7QP

Senior Assistant Area Education Officer

West Devon £15,831-£16,908

The person appointed should preferably be a graduate and must have good teaching experience, together with sound experience of educational administration. The post, which is based in the West Devon Area Education Office in Plymouth, carries particular responsibility for duties relating to primary and secondary schools.

Application form and further details (SAE please) from the Chief Education Officer, County Hall, Topham Road, Exeter EX2 4QG returnable by 1st November 1985.

DEVON

Applications are invited from practising teachers with considerable senior management experience or those in educational administration for secondment to this post at York.

The Centre was established four years ago to collect, study and disseminate examples of interesting developments in Comprehensive Schools. It has a rapidly growing membership approaching two thousand, strong links with LEAs and schools, and co-operates closely with industry and commerce. It organises seminars and workshops, promotes curriculum development projects and publishes their results as well as the work of its Fellows.

The person appointed will work with the Director in developing the Centre, and have specific responsibilities determined by negotiation. The post demands drive, vision, good communication skills and a personal commitment to the concept of comprehensive schools.

Further details of the post and secondment may be obtained from: The Director Centre for the Study of Comprehensive Schools, Wenthworth College, University of York, York YO1 6DD.

DEPUTY DIRECTOR 1986/7

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ADMINISTRATION - LEA

MID GLAMORGAN COUNTY COUNCIL

HEALTH AND SAFETY

TRAINING OFFICER (O.T.) (Ref. No. 010/PTA/1)

We are looking for a qualified Occupational Health and Safety Officer with an interest in research and education for an O.T. in the Health and Safety Training School, which will be managed by Mid Glamorgan Health Authority on behalf of all Welsh Health Authorities.

Salary: £12,235 per annum plus annual increments to £13,638 per annum.

Base: Glamphryd Hospital, Bridgend, Mid Glamorgan.

PERIPATETIC TUTOR (Ref. No. 010/PTA/2)

Required to assist the Training Officer in researching the need for setting up and operating the Training School. This post will be particularly involved with the development and validation of clinical placement and guiding student whilst on clinical placement.

Salary: £11,835 per annum rising to £13,065 per annum.

Base: Glamphryd Hospital, Bridgend, Mid Glamorgan.

Both posts offer a unique opportunity to become involved in this new and exciting venture, which aims to provide a part time day release course for a number of qualified health professionals, following a Diploma in Health Education.

Initially a large part of the duties will be involved with researching, obtaining placements and setting up this new scheme which will serve the whole of Wales.

Applicants for both posts must be energetic, qualified Occupational Health and Safety Officers, preferably with teaching experience. Own car is essential, travelling expenses payable.

Applications: Application forms and further details available from: The Unit Administrator, Mid Glamorgan Health Unit, Glamphryd Hospital, N. Pontyclun, Mid Glamorgan.

Closing date: 1st November 1985. (190313) 480000

ADMINISTRATION - LEA

Applications are invited from practising teachers with considerable senior management experience or those in educational administration for secondment to this post at York.

The Centre was established four years ago to collect, study and disseminate examples of interesting developments in Comprehensive Schools. It has a rapidly growing membership approaching two thousand, strong links with LEAs and schools, and co-operates closely with industry and commerce. It organises seminars and workshops, promotes curriculum development projects and publishes their results as well as the work of its Fellows.

EXAMINERS continued

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the posts of ASSISTANT EXAMINER for the following examinations:

1. LAW (255) at ADVANCED LEVEL.
2. PSYCHOLOGY (651) at ADVANCED LEVEL.
3. SOCIOLOGY (659) at ADVANCED LEVEL.
4. PSYCHOLOGY: Child Development (190) at ORDINARY LEVEL.
5. GENERAL PRINCIPLES OF ENGLISH LAW (031) at ORDINARY LEVEL.
6. SOCIAL SCIENCE (123) at ORDINARY LEVEL.
7. SOCIOLOGY (022) at ORDINARY LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (AS) The Associated Examining Board, Stag Hill Cottages, Stag Hill, Guildford, Surrey GU4 5XJ, to whom completed forms should be returned, (05078) 600000.

THE ASSOCIATION OF LEGAL SECRETARIES

APPOINTMENT OF MODERATORS

Applications are invited from suitably qualified persons to act as moderators in the following subjects:

CERTIFICATE SECRETARIES

1. OFFICE PRACTICE
2. LEGAL TYPEWRITING
3. ECONOMICS
4. LAW

LEGAL SECRETARIES DIPLOMA

1. SECRETARIAL PRACTICE & BUSINESS COMMUNICATIONS
2. LEGAL TYPEWRITING
3. ECONOMIC ASPECTS OF BUSINESS
4. LAW

Further information and application forms may be obtained from The Secretary General, The Association of Legal Secretaries, The Mill, Cymylau Street, Lutterworth, Leicestershire LE17 7JN (Tel: 0535 714276).

Completed forms should be returned to the Board by 23rd November 1985. 600000

ASSOCIATION OF MEDICAL SECRETARIES PRACTICE ADMINISTRATORS AND RECEPTIONISTS

REQUIREMENTS

A CHIEF EXAMINER with experience in teaching the following subjects:

- (a) Medical Secretarial Practice and Office Procedures (Medical Secretaries' Examination)
- (b) Medical Clerical Duties (Medical Receptionists' Examination)

Application forms from General Secretary, AMSPAR, Tavistock House, Tavistock Square, London WC1M 6NS. Tel: 600000

Miscellaneous

A SALES CAREER with Nuffield Life Assurance Company

Life Assurance Company of Canada. Suitable individuals may be employed in the area of sales. The company is a leading financial institution. Mr R.J. Colley, 24, Cork Street, London SW1Y 5BH. (01592) 600000

MARTERS/STRESSERS/MANAGERS/SECRETARIES

Guiding posts in independent schools should write with a.s.o. F.15. Marlborough School, Marlborough, Wiltshire. Tel: 600000

DEPARTMENT OF HEALTH AND SOCIAL SECURITY YOUTH TREATMENT CENTRES GROUPWORKERS

There are vacancies for qualified nurses, teachers and residential social workers with experience of working with very seriously disturbed young people.

The Youth Treatment Centres at St Charles, Brentwood and Glenhorne, Birmingham are run by DHS as a national resource for children in the care of local authorities and young offenders convicted of grave crimes under Sec 53 of the Children and Young Persons Act. These young people have a history of severely disturbed behaviour although the centres do not receive those with serious psychiatric illness. Specialised and intensive treatment is offered in conditions of security to boys and girls aged between 11 and 19. The aim of the centres is to contain boys and girls who cannot be held elsewhere and to work towards a return to their homes or to independent living.

GROUPWORKERS: Direct care is provided by qualified 'groupworkers', drawn from the social work, teaching and nursing professions, working across their normal disciplines under the direction of a team leader. Psychologists, psychiatrists, studies supervisors and other specialists contribute to the treatment programmes and to staff support.

OUTLINE DUTIES: Supervising and caring for young people in the Centre. Implementing assessment procedures and treatment programmes. Participating in meetings and planning of individual programmes. Implementing prescribed security procedures. Administering tasks such as data collection, reports, liaison with other Centre Staff. Attending training programmes and teaching sessions. Supervising new staff and students as required.

THE YTCs ST CHARLES

Treatment is based on a psychodynamic framework. There is an emphasis on group work and individual counselling aimed at developing relationships and the resolution of internal conflict. There are 3 secure treatment houses on site. Knowledge and experience of psychodynamic treatment are desirable but in-service training is provided.

For detailed job description and application forms, please write to: Mrs H. Phillips, Administrator, St Charles Youth Treatment Centre, Weald Road, Brentwood, Essex CM14 4LJ. Tel: 0277-225884

GLENHORNE

Treatment is based on behavioural/social learning principles in settings which include 3 secure units and an open unit. A Family Placement Scheme run by Barnardo's provides placements for some young people on leaving Glenhorne. Staff are seconded to the one year part-time course leading to the Diploma in Social Learning Theory and Practice at Leicester University. Knowledge and experience of behavioural methods is desirable but in-service training is provided.

For detailed job description and application forms, please write to: Mrs G. Storer, Administrator, Glenhorne Youth Treatment Centre, Kingsbury Road, Edlington, Birmingham B24 9SA. Tel: 021-382-5809

QUALIFICATIONS: Applicants must hold one or more of the following qualifications. RCOs - CQSW or equivalent or CSS: Nurses - RMN, RNMH: Teachers - Certificate of Education of BEd or MEd.

SALARY AND ALLOWANCES: Within the following basic rates: RCOs - £7,624 - £10,107 pa plus Unqualified Teachers Allowance of £774 pa. (Salary under review). Nurses - £7,385 - £9,419 pa plus Unqualified Teachers Allowance of £774 pa. Teachers - £8,442 - £8,556 pa plus Extraneous Duty Allowance of £2,148 pa. Teachers Allowance of £1,110 pa and leave supplement of £867 - £806 pa. In all cases there is a Youth Treatment Centre Allowance of £881 pa. Non-residential staff at St Charles also receive a Fringe Allowance (£192 pa for RCOs and £258 pa for teachers).

A limited amount of single or married accommodation may be available if required.

HEALTH REQUIREMENT: Successful candidates will be required to undergo a medical examination and chest x-ray before appointment.

APPLICATIONS: Prospective applicants are strongly advised to visit the centres and discuss their work. Suggested times for visits will be forwarded with application forms.

Completed applications to be returned to Mrs A. Daveroux, Room A328, Establishments and Personnel Division, Alexander Fleming House, Elephant and Castle, London SE1. Telephone 01-407 8522 Ext 780/7853. By 15 November 1985.

Salaried Sales Careers

London Life is continuing its ambitious programme of planned expansion.

Founded in 1806, we are a mutual company, well established as a market leader with a record of growth in the expanding life assurance and pensions field and a full range of high quality products. We have a high reputation for professional service and integrity and are one of the very few companies to pay no commission.

Our expansion has created further career opportunities throughout the UK. We need people, men and women between about 25 and 50, who can aspire to high standards of professional service yet have a strong commitment to their own personal success. Good presentation, a sound education and a habit of achievement are important but the key qualities are enthusiasm, determination and strong communication skills.

We have a demanding selection procedure, but if you can meet our requirements, we can offer you a five figure benefits package of salary, annual bonus, non-contributory pension and life assurance, mortgage assistance and company car.

We will give you a thorough and professional initial training followed by a career development programme. It is a secure career with the opportunity of personal growth based on performance and the satisfaction of achievement in a socially vital service with one of the most respected companies in the field.

It is not an easy job and we are not promising instant wealth and success - these depend on your drive and determination. But we can provide the opportunity for you equal to the challenge? Contact me and we will see if you meet our requirements.

Jeremy Iles, FIPM (ref: TES) Branch Administration Manager The London Life Association Ltd 100 Temple Street, Bristol BS1 6EA Tel: (0272) 279179

DO YOU REMEMBER READING THIS ADVERTISEMENT?

Untapped Management Potential

After 12 years teaching in Canada, Switzerland, Japan and Singapore I felt that my determination, hard work and enthusiasm were not reaping a satisfactory income. Now 4 years back in the U.K. I am able to afford a high standard of living as well as send my two teenage children to private schools in London.

Using many of the valuable qualities gained during teaching I am realising my management potential with a large and dynamic company. I recruit, train and motivate new people as well as advise my own clients on every aspect of Financial Planning.

Interviews are being offered during the months of June and July in our Holborn Office. Please telephone Valerie Kerr on 01-831 7831 or write with C.V. to: FRS (Management) Ltd Aviation House 129 Kingsway London WC2B 6NU

DUE TO A TREMENDOUSLY POSITIVE RESPONSE I NOW HAVE PLANS TO EXPAND IN THE LONDON AND HOME COUNTIES REGION AND WOULD WELCOME IMMEDIATE APPLICATIONS FOR POSITIONS COMMENCING JANUARY 1986. PLEASE RING THE ABOVE NUMBER FOR AN INITIAL INTERVIEW.

(Those required to give notice please apply in writing enclosing c.v.)

EASTERN ARTS ASSOCIATION require an experienced DANCE ANIMATEUR

to be based in Norwich in the new year. Dance experience in both education and the community essential.

FEE £7,500

Full details available from: Dance Department, Eastern Arts Association, 8/9 Bridge Street, Cambridge CB2 1UA. Telephone (0223) 357598

MISCELLANEOUS continued

ALTERNATIVE OPPORTUNITIES FOR TEACHERS

Are you an unsettled teacher in an unsettled profession?

Can you hope for satisfying career development when there are simply not enough jobs to go round?

We can offer you rewarding alternatives that will make full use of your hard-earned communication and management skills. Windsor Life is an established and expanding life assurance company with an impressive record of success. Every year we train men and women from differing professions to equip them for a new career in financial services.

Financial rewards are high and job satisfaction considerable. To find out more, explore the alternatives by contacting Jeremy Oakley on Windsor 01753 68144.

Project Fulfillment is an equal opportunities employer and welcomes applications from all sections of the community. (05064) 600000

SCHOOL REPRESENTATIVES (3 positions, Term-time)

Applications are invited from suitably qualified people to represent a leading Schools and Further Education Publisher in the following three areas:

- (1) Northern Ireland
- (2) Sussex, Kent, Southern London Boroughs
- (3) Hampshire, Berkshire, Surrey and Dorset

Employment is for 3 or 4 days per week during the school term. Use of own car and telephone is essential. If you are a self-starter and would like an interesting part-time occupation, please write with C.V. to:

The Publisher, Schools and F.E. Division, Holt-Saunders Ltd, 1 St Anne's Road, Eastbourne, East Sussex BN21 3UN

Cassell Holt, Rinehart and Winston

HUMANITIES BOOK EDITOR

The International Division of Macmillan Publishers Ltd, Basingstoke is looking for a graduate in Geography/Social Sciences with some teaching experience, to edit a wide range of Humanities textbooks from primary to tertiary level for Third World countries.

The post, which requires an ability to work quickly under pressure and with meticulous attention to detail, involves initially copy editing, briefing artists, proof reading and seeing projects through all stages of production to publication. Editorial training will be given.

The post is based in Basingstoke.

Please apply in writing giving details of age, qualifications, etc to: Shellagh Browne Personnel Manager Macmillan Publishers Ltd Houndmills Basingstoke RG21 2XS

Science Book Editor

The International Division of Macmillan Publishers Overseas Limited are looking for a Biological Sciences graduate with some teaching experience to edit textbooks in the sciences, with special emphasis on Biology and Agricultural Science, from primary to tertiary level for Third World countries.

The post, which requires an ability to work quickly under pressure with meticulous attention to detail, initially involves copy editing, briefing artists, proof reading and seeing projects through all stages of production to publication. Editorial training will be given.

The post is based in our Basingstoke offices.

Please apply in writing to: Shellagh Browne, Personnel Manager, Macmillan Publishers Overseas Ltd, Houndmills, Basingstoke RG21 2XS. (0564) 600000

PROJECT FULFILLMENT ACCESS PLUS Hackney, London EC3

TUTOR £8,251 p.a.

The job will primarily involve teaching and developing materials for our 3/4 month Return to Study Course. Your principal responsibility will be teaching business studies. You may be asked to teach Maths and English as well.

If you have commercial and/or teaching experience, and an ability to communicate readily and sympathetically with members of all racial groups, you are particularly encouraged to apply.

For more details and an application form contact Liz Audus (by postcard or phone) Project Fulfillment, 108 Fiveways Lane, London NW11 3EP. Tel: 01-387 1883. Closing date for receipt of applications is 1st November 1985.

Project Fulfillment is an equal opportunities employer and welcomes applications from all sections of the community. (05064) 600000

WILTSHIRE COUNTY COUNCIL PERIPATETIC SCALE 1 POST

Two teachers required from 1st January 1986 for violin/viola. Both posts based at Trowbridge, and require qualified teachers with appropriate scale 1 experience. A car mileage allowance will be paid in accordance with the Authority's approved scale. Further details available reference 850750.

Application forms available on receipt of s.a.s. from Chief Education Officer, 8 Broad Street, Wiltshire, to be returned within 14 days of date of this advertisement. (030759) 670000

WAKEFIELD METROPOLITAN DISTRICT COUNCIL PERIPATETIC MENTAL TEACHING SERVICE

Required for January 1986, a teacher for Cello and Double Bass. A Scale 2 post is available for a suitable and qualified person. The person appointed should be a teacher qualified to teach in mainstream primary and secondary schools, holding the Certificate in Education. A car mileage allowance will be paid in accordance with the Authority's approved scale. Further details available reference 850750.

Application forms available on receipt of s.a.s. from Chief Education Officer, 8 Broad Street, Wakefield, to be returned within 14 days of date of this advertisement. (01924) 670000

LONDON EC3 PROJECT FULFILLMENT ACCESS PLUS Hackney, London EC3

TUTOR £8,251 p.a.

The job will primarily involve teaching and developing materials for our 3/4 month Return to Study Course. Your principal responsibility will be teaching business studies. You may be asked to teach Maths and English as well.

If you have commercial and/or teaching experience, and an ability to communicate readily and sympathetically with members of all racial groups, you are particularly encouraged to apply.

For more details and an application form contact Liz Audus (by postcard or phone) Project Fulfillment, 108 Fiveways Lane, London NW11 3EP. Tel: 01-387 1883. Closing date for receipt of applications is 1st November 1985.

Project Fulfillment is an equal opportunities employer and welcomes applications from all sections of the community. (05064) 600000

INDEPENDENT SCHOOLS SUPPORT FOR EDUCATIONAL SOFTWARE

If yours is an independent school with full-time pupils up to secondary school leaving age and you have not been asked to register for the DIT's software support scheme, please contact the following address before 15 November

David Wallace, Dept of Trade & Industry, Room 354, Ashdown House, 123 Victoria Street, London SW1E 6BR, 01-212 0681 (7488)

THE NATIONAL ASSOCIATION OF HEAD TEACHERS Appointment of Deputy General Secretary

The National Association of Head Teachers is a professional association representing some 22,000 Head Teachers and Deputies of schools and wishes to appoint a Deputy General Secretary on a salary equivalent to a Group 10 Head Teacher. The starting point on the salary scale of £16,824 - £18,141 (1984 scale) will be decided in the light of the successful candidate's present salary and previous experience.

We are looking for a person of initiative, enthusiasm and leadership, who will be responsible to the General Secretary for the overall administration of the Association and its Headquarters and who will deputise for the General Secretary, when necessary, in respect of his principal executive duties.

The Association would expect to appoint somebody with proven experience in finance and administration.

Further particulars and application forms are available from: The General Secretary, The National Association of Head Teachers, Holly House, 6 Paddockhall Road, Haywards Heath, West Sussex, RH16 1RG. Telephone number Haywards Heath 453291/2.

The closing date for receipt of applications will be Friday, 8th November, 1985. (7485)

EDUCATIONAL PSYCHOLOGISTS

BRIGHTON - PORTAGE PROJECT EDUCATIONAL/CLINICAL PSYCHOLOGIST (P/T 21 HOUSE APPROX.)

Salary Scale: Educational Psychologists (Soulbury) up to H.T. 6.2 £13,533 pro rata/Clinical Psychologists (Whitley)

We need a qualified and experienced psychologist to take over the post of supervisor of this established and valued portage project.

The main responsibilities of the post are, supervision and monitoring of a team of 30 volunteer home visitors, liaison with appropriate professionals and running regular portage training workshops. The person appointed will have experience of working with pre-school children with mental or physical handicap and will have undergone formal portage training.

For further information contact Julia Widdows, Brighton 682589, Brighton Portage, St. Gabriel's Family Centre, 18 Wellington Road, Brighton, Sussex BN2 3AA.

Closing Date: 11/11/85. (7485)

DIRECTORATE OF EDUCATIONAL SERVICES Educational Psychologist

SALARY: Soulbury Educational Psychologist range QT Scale 3.4 - HT 7.4 £9,584 - £15,657. Essential User Car Allowance payable.

We are looking for a qualified Educational Psychologist to join a team of nine in the School Psychological Service. You will also be expected to work as a member of the Child Guidance Service and to undertake a full range of duties. There will be opportunities to develop skills in consultation and project based work.

Informal enquiries may be made to the Principal Educational Psychologist, Miss M. M. O'Flynn (01 961 1044).

Applications from employees of the GLC and MCC's with relevant experience will be welcome.

Closing date 31st October, 1985.

Application forms available from the Director of Educational Services, Town Hall, Friar Barnet, London, N11 3DL. Telephone 01 383 1255, Ext. 221. Quoting ref. ADM/E/19. (7094)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES LONDON BOROUGH OF BARNET

Leicestershire EDUCATIONAL PSYCHOLOGIST

Schools Psychological Service/Child and Family Guidance Service.

Salary: Soulbury £11,403 to £14,979 p.a.

Applications are invited from fully qualified educational psychologists for this varied and challenging post based in Leicester but working initially as a member of the team covering the South Area of the County. The Service is currently undertaking a full review of structure and organisation.

Essential car allowance/car lease scheme. Removal and disturbance allowances in approved cases.

Further information may be obtained from Mr. J.A. Wallis, Principal Educational Psychologist (Leicester 558061).

Application forms available on receipt of s.a.s. from the Director of Education, Room 25, County Hall, Glenfield, Leicester, LE3 8RF.

Closing date: 8th November, 1985. (7087)

BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

An equal opportunity employer

SENIOR EDUCATIONAL PSYCHOLOGIST (Wycombe Area)

Salary: £14,884 - £15,983 (Under review)

Applications are invited for the above post as co-ordinator of the Area Psychological Service for The Wycombe Education Area. Candidates should have an Honours Degree in Psychology, post-graduate training in Educational Psychology, appropriate teaching experience and successful experience as an Educational Psychologist.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ, on receipt of s.a.s. Informal enquiries may be made to the Principal Educational Psychologist (Tel: Aylesbury (0296) 6000 Ext. 6231).

THE CHILDREN'S SOCIETY

Buckinghamshire County Council

EDUCATION DEPARTMENT

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TEACHER

SCALE 1 WOKING

The Oaks Centre is a residential establishment catering for both boys and girls in the age range 13-18 years, who are in the care of the local authority.

You should have varied interests and the ability to teach general subjects and life skills to small groups of young people.

The work will take place in the context of a team which will include social workers, psychologists and psychiatrists, the main aim being to return the young people to the community as soon as possible.

For further information ring John Davies, Team Manager, on Woking 65141.

Application form, sending Ref. No. 95/245/A, from Director of Social Services, Pannymore Road, Kingston upon Thames, Surrey. Tel: 01-841 9851. (7086)

SURREY COUNTY COUNCIL

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